

■ 1971 ■ 1972

Livingston College

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RUTGERS UNIVERSITY

*The State University
of New Jersey*



This announcement, together with other issues of the forty-seventh series of "Rutgers University — The State University of New Jersey" and other circulars so marked, is part of the General Catalogue of Rutgers — The State University for the year 1970-71, which is issued in sections. This is section 20.

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Rutgers University

The State University of New Jersey

Livingston
College

1971-1972

New Brunswick, New Jersey

COLLEGE CALENDAR

(Subject to Change)

Academic Year, 1971-1972

September 13, Monday.	First term begins.
November 25, Thursday.	Thanksgiving recess begins.
November 29, Monday.	Recess ends. Classes resume.
December 21, Tuesday.	Last class day of term.
December 22, Wednesday.	Winter recess begins.
January 4, Tuesday.	Recess ends.
January 5-6, Wednesday-Thursday.	Reading period.
January 7, Friday.	First term examinations begin.
January 20, Thursday.	Examinations end.
January 26, Wednesday.	Second term begins.
March 19, Sunday.	Spring recess begins.
March 27, Monday.	Recess ends. Classes resume.
May 9, Tuesday.	Last class day of term.
May 10-11, Wednesday-Thursday.	Reading period.
May 12, Friday.	Second term examinations begin.
May 25, Thursday.	Examinations end.
May 31, Wednesday.	Commencement Day.

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LIVINGSTON — A NEW COLLEGE

Livingston College is the newest division of Rutgers University, The State University of New Jersey. It is a four-year undergraduate college, offering degree programs in the humanities, social sciences, and physical and natural sciences, and programs available jointly with the College of Agriculture and Environmental Science, the College of Engineering, and the College of Pharmacy. Located on the site of the former Camp Kilmer in Piscataway, Livingston takes its place next to Rutgers College and Douglass College in New Brunswick, and with them forms a federation in which each college contributes its resources but retains its identity and a distinctive undergraduate program. Under this federated plan, a Livingston student enjoys the diversity and resources of a large University without being overwhelmed by its size and impersonality.

Livingston is a distinctively contemporary college. Its primary concern is to evoke from its students and faculty an intense intellectual involvement with the world in which they live. Because of this concern,

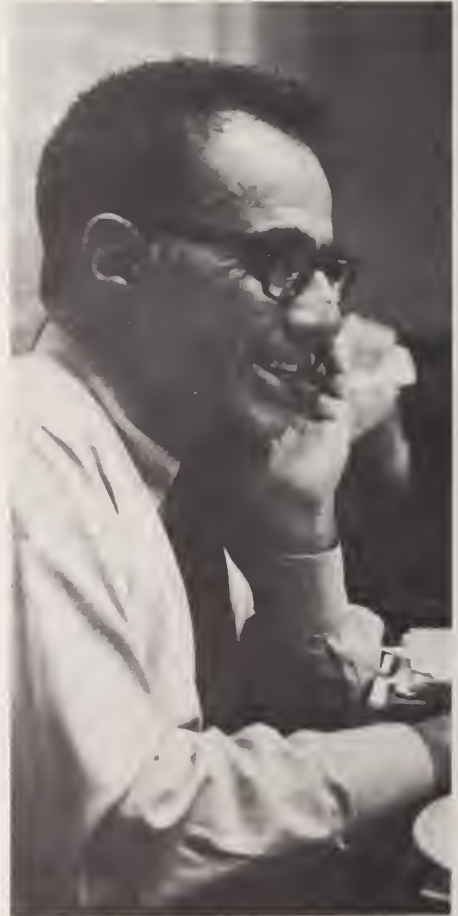
and because of its commitment to excellence and quality education, Livingston hopes to prepare future citizens who will be responsive to the problems of their time and who will have the necessary skills to begin solving them.

In the early 1960's increasing state support for higher education in New Jersey made it possible for Rutgers to plan for a significant expansion of its facilities. This opportunity coincided with a growing national awareness that traditional approaches to higher education were not meeting the needs of students. Large state universities were accused of being "knowledge factories," college admissions policies were charged with discrimination against minority groups, students complained that their courses were irrelevant to the society around them.

It became clear that the University needed not only to grow but also to respond to these challenges. Rather than to expand its existing units, Rutgers decided to add an entirely new unit, small enough to avoid impersonality and with sufficient autonomy to develop a flexible and innovative academic program. Planning for Livingston College began in 1964 and the College opened in September, 1969, with 800 students. Present plans call for Livingston's enrollment to grow to 3500 by 1972.

As an integral part of Rutgers, Livingston shares in the many intellectual and cultural resources of a large University. There are three aspects of this relationship that are of particular importance to Livingston. First, as one of the nine colonial colleges with a long history as a priv-

ate institution, Rutgers has a strong commitment to academic freedom as the fundamental prerequisite to quality education. This tradition of academic freedom is essential to academic innovation at Livingston. Second, as a land-grant institution, Rutgers has a long history of community service. This history of extending the University's resources to meet rural needs gives Livingston an important precedent for its concern with the urban crisis. Finally, as the State University of New Jersey, Rutgers has a responsibility to





racism
may be
hazardous
to your
health



all the citizens of New Jersey and to the educational needs of every group within the State. This responsibility is at the heart of Livingston's commitment to the development of a fully multi-racial college.

Livingston College is not building ivory towers. It cannot. Our cities are decaying; our fellow men are starving; social injustice and racism litter the earth; weapons of awesome destruction threaten our very existence, while we systematically poison the environment which gives us life. This is the context in which higher education takes place today.

The traditional aim of a college education has been to give the individual student the intellectual skills necessary to understand his society and the professional and technical skills to contribute to it. The liberal arts are supposed to "liberate" the individual from the ignorance and superstition of the past so that he can chart his own course in life. To do this the college itself must remain relevant to the changing social context and must look ahead to the changes students will face after graduation.

The college must help the student to use the skills and ideas of many disciplines in order to comprehend the vast and growing complexity of his society. The problems of the cities, for example, require the expertise not only of the urban sociologist, but of the political scientist, the economist, the city planner, and the community organizer as well. Livingston offers many courses that focus on problems and utilize the perspectives of different fields of inquiry.

An undergraduate education today

must also help the student to see his future vocation in the context of societal pressures and community needs. To have some effect on his environment, and to shape his own development, an individual must understand the system in which he functions. And he must understand its impact on other areas of human activity. Livingston hopes that in this way the student can become truly "liberated" from a passive and uncritical role in his society.

Livingston offers many programs for students who are interested in careers that are only now beginning to develop. A program for physicians' associates (see p. 46) will begin in 1971, and programs for mental health associates and urban en-

vironmental health specialists are being planned. Students may specialize in urban communications, computer science, Afro-American, African, and Puerto Rican studies, community development, labor studies and many other new fields, as well as in the more traditional subjects.

In addition, Livingston College is developing an extensive and innovative program in the arts. As an activity through which an individual can identify himself, the arts can raise the most fundamental questions about the human community. At Livingston, the arts are seen not as an escape from reality, but as a means of bearing witness to the crises of our times.

"What makes a place humane and viable is its receptivity to human energies, to human urges to leave a positive mark. Too many of our environments repel this urge or stand indifferent to it. If people cannot leave a creative mark on a place, they may end up taking the place apart. The creative mark is the signature of caring, of reaching out to humanize, to make the indifferent viable."



THE EDUCATIONAL EXPERIENCE AT LIVINGSTON

FREEDOM AND STRUCTURE

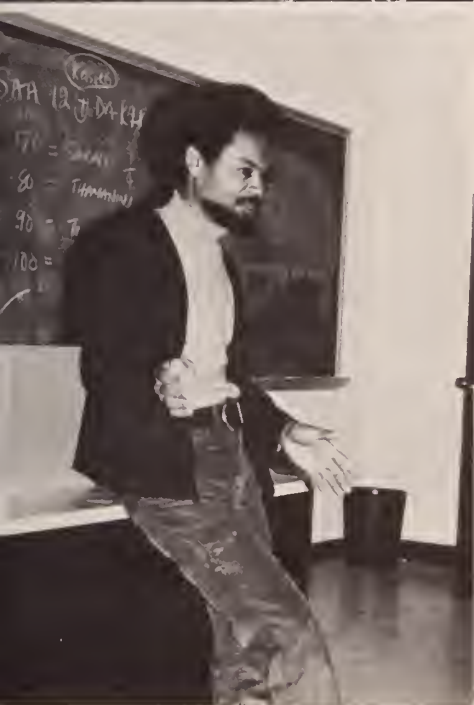
Livingston's academic programs are characterized by a high degree of flexibility. Some students thrive under self direction, others want a mixture of structured classroom experiences and independent work, while still others prefer a well-defined program throughout their college experience. The Livingston curriculum is designed to provide opportunities for all of these students.

Livingston students are able to choose from a wide variety of subjects in the humanities, the social sciences, the physical and natural sciences, and from professional programs in agricultural and environmental sciences, engineering, and pharmacy. They are required to choose an "area of concentration" which will allow them to delve deeply into an academic discipline, an interdisciplinary program, or a professional curriculum. In making this choice, students have not only the wide range of departmental majors and interdisciplinary programs at Livingston, but also the majors offered at Rutgers and Douglass Colleges. All of these add up to a very large choice, but Livingston provides even more. Under the guidance of a faculty committee, students may develop individual programs of concentration in areas not covered by existing programs.

Beyond the requirement of an area of concentration, which varies between one-fourth and one-half of the student's total program, Livingston expects each student in the liberal arts to complete a total of at

least 32 courses for the bachelor's degree. Most students will take an average course load ranging between three and five courses each semester, and will complete their work toward the degree in four years. Students may, however, complete the requirement in as little as three years or as many as five and a half. The College believes very strongly in the importance of individual pacing, and also makes it possible for students to move into and out of full-time study by granting leaves of absence as well as, in some cases, allowing students to register for part-time study during certain semesters. The College in-





tends to develop a system of delayed admission under which a student accepted for admission to the College may delay his date of enrollment by as much as a year.

Independent study and internships

Livingston strongly encourages independent study, either individually or in small groups, under the supervision of a faculty member. It is also possible for groups of students to develop new courses. In addition to these opportunities on campus, the College is developing an intensive program of internships in off-campus programs and activities which are closely related to the other parts of the student's educational program. Internship placements will include government agencies, businesses, schools, hospitals, community organizations, and many other fields. Such off-campus work under the supervision of a faculty member is therefore given academic credit toward the degree.

Livingston's academic programs are flexible in another important respect. The grading system consists of three notations: *honors*, *credit*, and *no credit*. In addition to these notations, students receive written evaluations from their instructors which help them to understand their successes and failures. The combination of these grades and evaluations is sufficiently precise as to allow the student and his adviser to judge whether the student is making appropriate progress toward his degree, but it is also sufficiently broad and non-punitive so as to encourage experimentation.

The underlying "structure" which makes Livingston's freedom and

flexibility work is the faculty, which by any measure is of very high quality. Through the advising system, they provide students with strong guidance in choosing among the many opportunities Livingston offers. Through courses and supervision of independent work, the faculty provide students with a wide range of scholarship and professional experience together with a strong commitment to teaching.

THE CHOICE OF COURSES

Independent study, internships, student-originated courses and similar options are generally of primary interest to students who have been at Livingston College a year or more. Thus, the incoming freshman is usually faced with a vast and often bewildering choice of courses. It is a bit like going to a restaurant with a very large menu; the timid customer is likely to end up with hamburgers and apple pie from sheer confusion.

The best advice to an incoming freshman is: relax! There are many possible choices, but there are also many opportunities in future semesters to take what was missed the first time around. So the beginning student should approach the choice of courses as an adventure and as a challenge, but not as a matter of life and death.

The paragraphs which follow are directed primarily to students who have an interest in liberal arts. Students who have already decided to major in engineering, in agricultural and environmental science, or in pharmacy should see pages 17-19 in this catalog, as well as the catalogs issued by the professional colleges in these three areas.





The first year

Many students graduating from high school and going on to college have at the time of their admission not yet decided what they want to do. That is really as it should be, because the first year or two of college can be a marvelous chance to discover and to explore areas about which they never even knew in high school.

A very good way of beginning this exploration is by taking one or two "College Courses." These courses, which are unique to Livingston College, cover a wide range of subjects, vary from year to year, and may be taught by one faculty member or by a team. What they have in common is that they are multi-disciplinary, treating a complex problem or issue from different perspectives. This helps the student to understand the different ways in which a variety of disciplines are used to tackle the complex problems of past, present and future. As a result, the student may be able to pick as his major or area of concentration that field which he finds most interesting, and will understand how it is related to other equally important and necessary subjects. Thus taking College Courses in the freshman year will provide a degree of breadth which will be most valuable.

Basic skills

The freshman year, in addition to providing an opportunity for exploration and breadth, is also the time to make sure of having the essential skills without which no further work will make much sense. The most important one of these is to be able to read with insight and understanding, and to be able to express one-

self with clarity and effectiveness. To help the student in this, Livingston College offers a whole range of courses in the English Department and also in Comparative and Foreign Literature, as well as a number of basic programs under Special Services. Each student is strongly advised to consider taking one or more of these various offerings during the freshman year.

The second basic skill, less universally needed but nevertheless of growing importance in the social sciences as well as in scientific and technical areas, is the ability to handle quantitative, analytical, and statistical material. In this area, Livingston College students have available a number of applied mathematics courses offered in the Department of Computer Science, as well as the offerings of the Rutgers College Mathematics Department. Serious consideration should be given to this area. However, a student with a very weak mathematical background might prefer to delay this until the second or third year of his college career.

Time to decide

Thus, in making up his freshman program, the incoming student should give careful attention to the College Courses, to the universal needs for literary skills, and to the growing importance of quantitative ability. Beyond this, he should be aware of some general guidelines which may be useful in choosing his courses. With few exceptions, any course numbered in the 100's or 200's is open to all freshmen, and of course many students will take one or more such introductory courses in a specific department or program. This is a good way to find





out more about different areas. But above all, the freshman student should remember that any major in the social sciences and urban studies, in any of the humanities, in teacher education and in many other areas can be started in the sophomore year. The numbering of many introductory courses in the 200 range indicates that they need not be taken until the second year. Hence there is no reason to panic and there is much time to shop around. If the student works closely with his faculty adviser, he is not likely to make any serious mistakes.

The sciences

It is generally only in the sciences and the technical fields that it is useful to make earlier decisions. For the student with a strong background and interest in mathematics and science, one possibility is to major in biology, physics, chemistry, or mathematics. The first of these is offered at Livingston College, and it is suggested that the student take computer science or mathematics in addition to biology in the first year. The other three are Rutgers College majors, and the appropriate freshman programs are described in the catalog of that division.

But the student with an interest in the scientific and technical areas should also keep in mind other possibilities that he might not have thought of in high school. A field of growing importance, for example, is computer science, a major which can lead to a growing number of career possibilities. It can also be combined with any one of the social sciences or urban studies, fields in which there is an increasing need for quantitative methods and which

should therefore be seriously considered by students with a mathematical bent.

Health programs

Livingston College is also developing growing strength in another area of major importance for the future. This is the whole range of health-related activities, ranging from various kinds of laboratory and medical technicians to preparation for medical school. Livingston students interested in any of these can wait to choose among them until they have been at Livingston one or more years. As freshmen they should take a common program which includes biology, chemistry, mathematics or computer science, and one elective each term. This program forms the basis for a whole range of majors including biology and pre-med, as well as a number of other health professions described in a later section (pages 46 and 47).

THE LIVINGSTON COMMUNITY AND CAMPUS

Classroom work and independent study, internships and other projects, these are the formal educational stepping stones toward a degree. They take on added meaning and richness in the context of the general college community and campus life. Learning does not happen only in some special places — the classrooms and laboratories — or only between certain special hours — from eight to five, Monday through Friday. Here, too, Livingston College seeks to combine freedom and structure. Students do learn in a conventional setting, but they also learn outside the classroom. To a great extent this is true at any col-

lege, but it is particularly the case at Livingston. For in two highly significant aspects, Livingston College presents its students with a major intellectual and social challenge. One of these arises from the multi-racial character of the College; the other from its strong involvement of students in the decision-making process.

A multi-racial college

Livingston is a multi-racial community. In 1971 America, this is significant. It is a challenge for whites, Blacks, and Puerto Ricans to coexist anywhere in a country torn and divided. And coexistence is not easy. The fears, misconceptions, and tensions existing in every urban area are not miraculously absent at Livingston; they are present here, too. And there are no easy solutions, only an awkward groping toward the realization of a pluralistic, dynamic community. At Livingston there is a recognition that there is not only room, but a need for cultural diversity and different life styles. Occasional clashes, tension, and misunderstandings are inevitable with such differences, but these are far out-stripped by the necessity of learning to live with and to learn from fellow human beings.

Student involvement

At Livingston, students are full citizens of the College with both the power and the responsibility that full citizenship implies. Decisions concerning campus issues reflect the joint participation of students, faculty, and administration. Livingston's academic government, which is responsible for all areas of academic policy, is a bicameral structure composed of a student cham-

ber and a faculty chamber. All academic business must be approved by both chambers, and committees are composed of equal numbers of students and faculty. Governing the school, as in all other areas of life at Livingston, demands from the student the willingness to actively take responsibility for his life and community.

Given the emphasis placed on active student involvement, the College places considerable importance on its extensive advising and counseling system. Involvement with students is a part of the teaching responsibility of every faculty member. In fact, many faculty have come to Livingston because of the opportunity it offers for this kind of interaction with students. Each entering student will have the opportunity to develop a close, personal relationship with a faculty adviser

who may be consulted on both personal and academic matters. The advising and counseling system contains a wide range of services, including upperclassmen advisers, faculty advisers, departmental representatives, and professional clinical psychologists. It is assumed that each student will make use of these services in accordance with his own needs.

Any description of campus life at Livingston is really only stating what might be. What goes on is most of all dependent on the student body. The administration and faculty are available and eager to help develop programs and activities, but the crucial factor is the students. At a new college, there are few traditional activities, few established clubs, few well-defined programs. Livingston can offer students the excitement and challenge



of creating their own distinctive style of campus life. With the excitement goes frustration, disappointments, and sometimes anger over a seemingly impenetrable apathy, but also the satisfaction and joy of having started something and seeing it work. And with all this there is learning, about oneself and about others. Building a new college demands energy, patience, and a willingness to accept a challenge. While this often is a difficult and frustrating experience, it also offers the potential for real learning and growth.

Other activities

There are many possibilities for social, athletic, and cultural activities. Faculty members are interested in assisting students in forming clubs and, more generally, in organizing social activities. The student is also able to attend the many cultural events which the University sponsors. The vast resources of the neighboring metropolitan areas of New York and Philadelphia are also available to him.

Athletic activities include both intramural and intercollegiate programs. The intramural programs for men and women provide campus competition among resident houses and independent groups. The intercollegiate programs of Rutgers University, featuring varsity teams in all major sports, are open to Livingston students. Athletic fields, basketball and tennis courts, and the University pool are also available. Indoor athletic facilities on the Livingston campus will be ready in the fall of 1971, providing space for basketball, volley ball, wrestling, karate, and other activities.

The campus

The first-completed half of the Livingston campus contains three residential quadrangles and a central academic and recreation building. Each resident quadrangle, divided into smaller units called houses, has ten house units of 45 to 55 students, a library of 10,000 volumes, a faculty apartment and common rooms for discussion, recreation, and relaxation. The residences are served by Tillett Hall, the college center, which contains dining rooms and snack bar, lounges and game rooms, general classrooms, a language laboratory, and faculty offices. Another area serves commuting students. In addition, bookstore and postal facilities are available. The Livingston campus will be completed during 1971-1972. New dormitories will be ready in the fall and additional academic and student center facilities will be finished later in the year.

The Kilmer Area Library will also open in September, 1971, with study space for more than 600 readers and a growing number of volumes on its three floors.

In its third year, Livingston will still be growing. Although much has been done, much remains to be done by the pioneer group of students, faculty, and administrators. There will be the noise and mud of continuing construction, the confusion and frustration of doing everything for the first time, the tension and conflict between different cultures and values. But with this, there exists at Livingston a sense of experimentation, of newness, of growth, and an awareness that one is participating in the creation of a college.





ACADEMIC PROGRAMS

Livingston offers a wide variety of departmental and interdisciplinary programs which are described in detail under "Courses of Study." Under the Federated College Plan, Livingston students may also register for liberal arts courses given by Rutgers and Douglass Colleges. The following majors are available to Livingston students through intercollege registration:

LIBERAL ARTS PROGRAMS

American Studies	Journalism
Chemistry	Dramatic Art
Classics	Latin-American Studies
Latin	Mathematics
Food Science	Physics
Geology	Portugese
Greek	Religion
Hebraic Studies	Russian Studies
Italian	

The College of Agriculture and Environmental Science, occupying a campus of 850 acres, has been in existence since 1864 under the provisions of the Morrill Act which designated Rutgers the Land-Grant College in New Jersey.

AGRICULTURE AND ENVIRON- MENTAL SCIENCE PROGRAMS

The Livingston College faculty, in cooperation with the faculty of Agriculture and Environmental Science, offers students programs which provide a liberal education and specialized professional training so they may qualify for graduate study or for career opportunities related to agriculture and use of the environment. In the past about 5 per cent of such graduates have become producers of agricultural commodities, 50 percent have pursued graduate study, and the balance have been employed by private business concerns and government agencies.

The freshman-year program for the Agriculture and Environmental Science curricula is essentially the same for all students. The typical freshman program would include the following courses:

First Term	
120:103	Biology (Cr.4)
120:104	Biology Lab (Cr.1)
640:133 or 135	Mathematics (Cr.3)
160:103 or 123	Chemistry (Cr.4)
—:—	College Course (Cr.4)

Second Term	
015:141s	Plant Science (Cr.3)
640:135 or 136	Mathematics (Cr.3)
160:104 or 124	Chemistry (Cr.4)
—:—	College Course, Biology or
-----	Elective (Cr.4)

THE CORE CURRICULA. Beginning with the sophomore year the student, with faculty guidance, pursues one of the eight core curricula listed below. The student has the choice of pursuing a broad general program with a wide selection of electives or a more specific program with the choice of elective subjects based upon a career objective. The specific programs are indicated as options after the title of each curriculum.

ENVIRONMENTAL SCIENCE CORE CURRICULUM with options in Air and Water Resources, Aquatic Biology, Conservation and Wildlife Biology, Environmental Health, Environmental Science Teaching, Marine Science, Meteorology, and Soils.

AGRICULTURAL SCIENCE CORE CURRICULUM with options in Five-Year Agricultural Engineering, Agricultural Journalism, Entomology, Mechanized Agriculture, Ornamental Horticultural Teaching, and Production Agriculture.

PLANT SCIENCE CORE CURRICULUM with options in General Horticulture — Fruits and Vegetables; Ornamental Horticulture — Floriculture and Nursery Management; Forestry; Turf Management. This curriculum is designed to provide training for careers in the fields of plant improvement and production.

ANIMAL SCIENCE CORE CURRICULUM with options in Preveterinary Medicine; Animal Production. This curriculum is intended for students who are planning for careers in animal science — animal, dairy, or poultry husbandry; animal physiology, nutrition, or pathology; or for entrance to a school of veterinary medicine.

FOOD SCIENCE CORE CURRICULUM. This curriculum should be selected by those interested in professional careers in food research and in food and dairy processing. A wide variety of positions in research and development in the food industry is available to graduates in technical services, food plant management, and quality control for industry and regulatory agencies.

PREPARATION FOR RESEARCH CORE CURRICULUM with options in the agricultural, biological, and environmental science areas including those in Entomology; Biochemistry and Microbiology; Air and Water Resources; Plant Research; Animal Research. This curriculum is especially designed to prepare students for graduate study. Students who intend to embark on careers with a Bachelor of Science degree should not elect this curriculum. Required in this program are courses in the fundamentals of biology, chemistry, mathematics, physics, and the agricultural and environmental sciences. Completion of this curriculum, plus advanced degree work, opens possibilities in college and university teaching and research, federal and state government service, in industries concerned with processing and distributing food, in the manufacturing, sales and servicing of machinery and chemicals required in agricultural production, and the field of environmental sciences.

AGRICULTURAL BUSINESS CORE CURRICULUM with options in Agricultural Firm Management; Agricultural Economics; Food Service Administration; Integrated B.S.-M.B.A. Program; Secondary School Teaching. The preparation of students for employment in industries associated with agriculture is the objective of this curriculum. It leads to opportunities in banking, insurance, accounting, government service, market research, trade journalism, personnel work, advertising, food services and restaurant administration, sales and service, product development, and market analysis, as well as in many other areas.

LANDSCAPE ARCHITECTURE CORE CURRICULUM. This curriculum is designed to prepare students for professional careers in landscape architecture and allied fields. The program of study emphasizes, both as an art and a science, the practice of land planning for optimum human use and enjoyment. Graduates may be self-employed or work for private landscape

architectural offices, planning collaboratives, or government agencies concerned with public housing, highway development, city planning, and parks and recreation areas.

Full details of available programs of study may be found in the College of Agriculture and Environmental Science Bulletin.

The College of Engineering, founded in 1864, has added a new Engineering Center on the University Heights Campus adjacent to the Kilmer Campus. This four-building complex, with the original Queen's Campus Engineering Plant, provides facilities and equipment for both the undergraduate and graduate programs.

ENGINEERING PROGRAMS

The College of Engineering offers the degree of Bachelor of Science in agricultural engineering, ceramic engineering, ceramic science, chemical engineering, civil engineering, electrical engineering, industrial engineering, and mechanical engineering (with aerospace and mechanical options).

Also, five-year curricula are offered leading to the two degrees of A.B. and B.S. in all of the major engineering fields (except agricultural engineering where a five-year program leads to two B.S. degrees). In each five-year A.B.-B.S. program, the sequence includes all of the courses in the corresponding four-year curriculum plus additional courses in liberal arts and science to meet the requirements for the Bachelor of Arts degree.

Full details of available programs of study may be found in the College of Engineering Bulletin.

The College of Pharmacy, founded in 1892 as the New Jersey College of Pharmacy and incorporated into the University in 1927, is located in a new building on the University Heights Campus. This new location provides modern facilities and equipment for both undergraduate and graduate programs.

PHARMACY PROGRAM

The five year curriculum in Pharmacy leads to the Bachelor of Science degree and provides a liberal and professional education which prepares graduates for a wide variety of careers. In the past approximately 60 percent of the College's graduates have become community or hospital pharmacists, and the remainder have selected careers in pharmaceutical journalism, advertising, industry, wholesaling, selling, research, or organizational work. Between 15 and 20 percent have pursued graduate study in Pharmacy or a related field.

Full details of the program of study will be found in the College of Pharmacy Bulletin.

A variety of courses of study are available at Livingston College to provide excellent preparation for further professional education in teaching, medicine, dentistry, law, library service, and social work. While most of these fields allow considerable flexibility in the undergraduate preparation they require, students should bear in mind the general requirements and specific prerequisites for graduate and professional education.

PRE-PROFESSIONAL PROGRAMS

GRADUATE STUDY AND COLLEGE TEACHING. Many Livingston graduates will go on to seek graduate degrees in the field of their major interest. A

strong undergraduate record and the recommendations of undergraduate teachers are prerequisite to entrance in most graduate schools. A knowledge of one foreign language for the master's degree and of two for the doctor's degree is usually required of a graduate student. Early in their careers students should seek guidance from departmental advisers concerning graduate school requirements for their fields of interest. Students are encouraged to consider the possibilities of a career in college teaching. Graduate study in the major field is a prerequisite.

PRIMARY AND SECONDARY SCHOOL TEACHING. The Urban Teacher Education Program leading to certification for public school teaching is described in the Courses of Study section of the catalog.

MEDICINE. A joint committee of the Rutgers Medical School and Livingston College is currently discussing the development of a modern and flexible program of pre-medical education. Students should note the following minimum entrance requirements which the Association of American Medical Colleges has prescribed for medical schools of their membership:

Biology	8 credits
Chemistry, General Inorganic	8 credits
Chemistry, Organic	4 credits
Literature	6 credits
Physics	8 credits

In addition, most medical schools require knowledge of a foreign language, a year of college-level mathematics, and additional work in the sciences.

Mathematics prerequisites for physics courses at Rutgers College should be carefully noted. Students should determine early in their careers the specific admission requirements of schools in which they are interested and must face the fact that admission to medical school is highly competitive. Rarely are students accepted when they have met only the minimum requirements. Interested students are urged to consult advisers in the Department of Biology.

OTHER HEALTH PROFESSIONS. Programs for the new field of Physician's Associates and for Medical Technology are described under "Biology" in Courses of Study. Programs for urban environmental health, for psychiatric associates and for hospital administrators are planned to begin in 1972-1973.

DENTISTRY. Most dental schools now urge students to prepare with the broadest possible curriculum. The minimum entrance requirements for dental schools as prescribed by the American Dental Association are identical with those listed for medical schools in the section above except for the course in mathematics; in the case of exceptional students formal credit in biology and physics may be waived. The program of any department of the college which permits a student to meet these basic requirements is acceptable to dental schools. Students must realize, however, that admission to dental schools is competitive and that the completion of minimum requirements does not assure acceptance. Early in their undergraduate careers interested students should ascertain specific admission requirements of schools to which they may wish to apply.

LAW. Students preparing to enter law school should seek a broad foundation in liberal arts subjects. No one program can be prescribed as the best prelegal preparation for all persons. Interested students, however, should bear in mind that admission to law school is highly competitive and that a sound program completed with high academic standing is the best as-

surance of acceptance. Early in their undergraduate careers interested students should seek admission information from the law schools which they may wish to attend.

LIBRARY SERVICE. Graduates of Livingston College may apply for admission to the Graduate School of Library Service. Since Librarianship embraces every field of intellectual interest, no single pre-professional program can be prescribed for it. Admission is dependent upon scholarly attainment and high academic standing in a sound undergraduate program. Undergraduates contemplating graduate education in this field should confer with the Dean of the Graduate School of Library Service.

After receipt of the bachelor's degree, the program leading to the degree of Master of Library Service requires two terms and a summer session (36 credit hours taken on a full-time basis); the work may be spread over a longer period of time if permitted by the Dean of the School. A three-year program of full-time study beyond the bachelor's degree leads to the degree of Doctor of Philosophy.

SOCIAL WORK. Liberal arts graduates are eligible to apply for entrance to the Rutgers Graduate School of Social Work. As a major field of concentration, any of the various programs in Urban Studies and Community Development or in one of the social sciences is recommended. Undergraduates contemplating graduate study in social work who want advice on undergraduate preparation should confer with the Dean of the Graduate School of Social Work.

A graduate degree in social work may be awarded at the end of one and a half or two years of study. The two-year curriculum includes a combination of academic courses and field instruction. Students are assigned for field instruction to social agencies and institutions on a carefully planned basis.



COURSES OF STUDY

Note on Courses:

Each course carries an eight-digit number. The first two digits indicate the college which teaches it; and the last three digits identify the course. For example, the course number 02:070:408 indicates that the course is given at Livingston (02), in the Anthropology Department (070), and is numbered 408. In general, courses numbered 100 to 299 are introductory or intermediate courses, while those numbered 300 to 499 are advanced courses.

Odd-numbered courses are normally given in the first term and even-numbered courses in the second term, but there are many exceptions to this rule. Students should consult the schedule of classes, which is published separately.

Hyphenated numbers (401-402) indicate that the first term is prerequisite to the second. In courses having their numbers separated by a comma (401, 402), either term may be taken independently of the other.

COLLEGE COURSES

In addition to the courses of study offered by the individual departments of the college, Livingston offers problem-centered courses which deal with complex issues from a variety of perspectives. Some of these College Courses are taught by a group of faculty members from different departments; others are taught by one instructor whose interests and expertise go beyond a single discipline.

The purpose of the College Courses is to give the entering student the opportunity to become intellectually involved in a problem area that is of immediate interest to him. The courses are designed to expose the student to different analytical and conceptual approaches to a single set of problems so that he may understand the problems in depth and weigh the advantages of the different disciplines. This experience should be of great help to the student in developing his interests and in choosing an area of concentration. Freshmen are advised to include at least one of the College Courses in their schedules.

URBAN ECOLOGY (Cr. 4)

02:090:103

Carey and others

An examination of the basics of life in urban settlements, in contrast to other environments. Scientific aspects of human life, culture, and its ecological and geographical patterning in space will be stressed. Course will be taught by a geographer, a biologist and others.

POWER AND DECISION-MAKING IN URBAN COMMUNITIES (Cr. 4)

02:090:104

Smith

Course will deal with ideas of "power structure", "community", and "decision-making" covering a range of urban functions and issues: housing, commerce, law enforcement, welfare, education, health, transportation, urban renewal, etc. The interplay of technical (economic, engineering, etc.) criteria with traditional politics and local community involvement will be stressed. Course will be taught by an urban planner, a lawyer, an economist, and others.

THE URBAN POOR (Cr. 4)

02:090:105

Hidalgo

This course will attempt to answer such basic questions as: Who are the poor? Where do they live? How do they earn a living? What distinguishes them from other class groups in the society? What are the institutional forces at work in the society which keep them poor? What can and should be done to change the structure of society so as to eliminate poverty?

THE BLACK EXPERIENCE IN AMERICA (Cr.4)

02:090:106

Harris; W. Johnson

A consideration of the total experience of black people in America. A brief examination of African origins will provide background. Discussion will center on the black experience as it relates to: education, religion, art, literature, food, health, employment, housing, music, human rights, civil rights, liberation strategies, folklore, non-violence, revolts, slavery, segregation, family patterns, soul, and folk heroes.

MAN, RACE AND CULTURE (Cr. 4, 4)**02:090:107-108**

C. and J. Lancaster

The first semester lecture course (02:090:107) will examine man as a living organism and the product of evolution. Lectures will present material on the fossil record of human evolution, the evolution of the major human behavior patterns of tool using, bipedalism, hunting, language, the human family, and life in social groups. Topics such as aggression, learning, race and sex will be discussed using an evolutionary perspective. The course will develop a viewpoint on modern man as the product of millions of years of evolution now living in a physical and social environment to which he may not be fully adapted. Taken in conjunction with 02:090:108 in the spring semester, it forms a basic course for students interested in the biological aspects of human behavior in society. These two courses are a good preparation for prospective anthropology and biology majors, for pre-medical students, and for students in the social sciences.

The focus of the second semester (02:090:108) will be on major concepts and special problems raised in the first semester. The class will be divided into small discussion groups which will meet weekly with the instructors and teaching assistants. Readings and discussions will cover such topics as the origin of the universal incest taboo, the evolution and forms of the human family, the evolution of tool using, the evolution of human hunting in the Stone Age and its implications for human behaviors such as aggression, the division of labor between the sexes, the human system of personality, human emotions, human ethology, and the adaptive significance of group traditions. Students will be asked to write a short research paper at the end of the semester.

PROBLEMS IN POPULATION AND ENVIRONMENT (Cr. 4)**02:090:108**

Jenkins

A detailed study of the world's growth in human populations in relation to food supply, natural resource utilization, environmental pollution, and the relationships of man to the changing world. Field trips will supplement lectures and readings.

ETHNIC GROUPS IN AMERICA (Cr. 4)**02:090:109**

Howard, Pomper, Scheiner

Examination of the character and problems of major ethnic groups in the United States. Attention will center on Black, Irish, Italian, Jewish and Puerto Rican Americans. Materials will be drawn from the fields of history, literature, political science and sociology. Among topics considered will be: history of slavery, immigration, use of political power by ethnic groups, the Protestant ethnic and the immigrant ethnic, black power and contemporary group conflicts, ethnic images in literature. The Course will include exposure to non-literary materials and a field trip to New York City.

SOME CONTEMPORARY MORAL ISSUES (Cr. 4)**02:090:111**

Klein and staff

A study of the moral aspects of such current problems as race relations, violence and social change, war, and education. The course will examine representative views concerning the criteria of right and wrong and the nature and justification of moral judgments.

WORK IN CONTEMPORARY SOCIETY (Cr. 4, 4)**02:090:113, 114**

Carliner

A look at work from the point of view of three disciplines: Labor Studies, Sociology, and Economics. What do people do, what they are paid for doing it, why, their attitudes toward work, interaction between work activities and the society, especially as reflected in law, literature, and institutions.

THE ANALYSIS OF PERFORMANCES (Cr. 4)**02:090:116**

Poirier and others

The course will deal with various kinds of analysis appropriate to different texts, events, and activities. Subjects for analysis will include a play of Shakespeare's, a ballet, a film, a musical group, a classical musical composition, a sporting event, and a news event.

INTRODUCTORY APPLIED MATHEMATICS (Cr. 4, 4)**02:090:119-120**

Eng

Principles, methods, and procedures for solving problems in elementary applied mathematics. Topics include the number system, decimal numbers, and other number bases, basic algebra, sets, exponents and logarithms, linear and nonlinear functions, determinants, matrices, linear programming, numerical methods, trigonometric functions, binomial theorem, and progressions. Additional topics are fundamentals of probability and introduction to statistical methods in experimental science. For students with insufficient high school mathematical preparation who are interested in pursuing studies in areas that require an applied mathematics background.

READING DYNAMICS (Cr. 4, 4)**02:090:121, 122**

Diamond, Given, Daly

This course is designed to significantly increase the student's ability to read more rapidly, and with greater comprehension, text and other literature. Students will be given opportunities to examine the assumptions and theories of various fields in order to more effectively analyze and comprehend the material of these fields.

SPECIAL STUDIES (Cr. by arrangement)**02:090:127, 128**

Staff

SEMINAR IN WHITE RACISM (Cr. 4)**02:090:131**

Hecht

This seminar is a cross disciplinary approach to the study of the "white" problem in America. It focuses on what white people have done and are doing to oppress and dehumanize people of color. History, sociology, psychology will all be used to focus on the problem. Students will also be expected to look at themselves and explore their own feelings, beliefs, reactions. The course will look at white racism in contexts which include the early South, Northern ghettos, suburbia, Vietnam, and Livingston College. An attempt will be made to understand the forces which support the status quo and those which want change. A question which all students must be willing to ask themselves is: "Where am I in all of this?"

SCIENCE AND LITERATURE (Cr. 4)**02:090:220**

Zemelman

Science and literature, the 19th century. "Science" is a series of imaginative acts, but has also led to immerse social changes almost beyond all control. Or it can become life analyzed, mechanical. How contradictory are individual imagination and social consequence, then? We will read imaginative scientific writings and writers' attempts to comprehend the world created by them. Our own attempts at coherence will be involved, and we will use some modern works to clarify this. Various projects, tours to technological institutions, discussions with other faculty members (especially scientists) will be set up to compare contemporary statements about the roles of science to their 19th century roots. Readings include Carlyle, Darwin, Marx, Mark Twain, Thoreau, Hardy, Alfred North Whitehead.

WORK AND AMERICAN LITERATURE (Cr. 4)

02:090:315

Carliner and Leverenz

An exploration of the relationship between work and the thematic concern of American literature beginning with Hawthorne and Melville and continuity with the contemporary novel and drama. Offered cooperatively by the Labor Studies program and the English Department.

AFRO-AMERICAN and AFRICAN STUDIES

The Afro-American Studies, or Black Studies, Program and the African Studies Program have been arranged as two separate yet interlocking areas of scholarly inquiry. The goals of each program and the substantive content of the courses provide for an interdependent relationship and a coordination of effort. In each of the areas of study there are three basic components: (1) Continental Africa; (2) African intrusion into the Caribbean; and (3) African intrusion into America. The African Studies Program will start in Africa, then branch out into the Caribbean and the United States. Afro-American Studies will start in America, then reach out to Africa and the Caribbean.

A substantial number of courses in Afro-American and African Studies is offered in the various departments of Livingston. Full descriptions of the faculty and courses listed below may be found in the appropriate departmental sections of this announcement.

Afro-American Studies Program

The Afro-American or Black Studies Program interlocks with the African Studies Program. Full descriptions of faculty and courses are listed under the various departments of the college.

The goals of the program are to both develop analytic skills as well as provide the student with a body of knowledge of the Black experience in this country and in the world. Students majoring in Afro-American studies should select courses from the core curriculum and should choose an emphasis in a discipline. The core curriculum for the first and second year students and independent studies for advanced students are in the process of being more fully developed.

Faculty Committee

Jan Carew, Visiting Professor of Comparative Literature and Committee Chairman.

David Addison, Adjunct Professor of Urban Education.

Rashid Ali, Counselor.

Toni Cade Bambara, Assistant Professor of English.

Bernard L. Charles, Professor of Urban Education and Associate Dean.

Patricia Ann Daly, Assistant Professor of English and Art.

Janet L. Douglass, Lecturer in Afro-American Studies and Assistant Dean.

Ernest F. Dunn, Assistant Professor of African Languages and Chairman of African Studies.

Badi G. Foster, Assistant Professor of Political Science.

Melvin L. Gary, Assistant Professor of Psychology and Assistant Dean.

Jerome C. Harris, Instructor in Urban Education and Assistant to the Dean.

Spencer Jameson, Professor of Urban Education.

Willie J. Smith, Associate Professor of Community Development.

Robert L. Taliaferro, Assistant Professor of Community Development.

Ernest D. Washington, Assistant Professor and Chairman of Urban Education.

Courses

INSTITUTIONAL RACISM (Cr. 4)	02:014:210
Douglass	

The course will systematically examine origins and theories of racism. Emphasis will be historical as well as examining the nature of current American institutions (education, business, media, law, government, police) and political movements.

FRANZ FANON SEMINAR (Cr. 4)	02:014:229
Ahmad	

An in depth consideration of the works of Fanon in chronological order. Emphasis will be placed on the life of Fanon, his activities as a revolutionary and the intellectual environment from which he emerged. Theories considered include: thoughts on revolutionary language and art; violence; the psychology of political repression; role of women and the culture of the colonized.

BLACK WOMEN (Cr. 4, 4)	02:014:231, 232
Sanchez	

This course deals with the experience historical and current of Black women. The class will be full of all different/kinds/of women/visitors: Blk/Muslim; sister, Black/woman's forum/sisters/NAACP/sister, etc. All views will be explored/discussed/analyzed.

Related Courses

THE BLACK EXPERIENCE (College Course)	02:090:106
AFRO-AMERICAN AND U.S. POLITICS (Political Science)	02:790:216
POWER IN AMERICAN SOCIETY (Political Science)	02:790:216
AFRICAN SOCIALISM (Sociology)	02:920:305
NATION BUILDING AND NATIONALISM (Sociology)	02:920:309
HISTORY OF BLACK AMERICA (History)	02:512:305
STUDIES IN AFRICAN HISTORY (History)	02:510:415, 416
READING DYNAMICS (College Course)	02:090:121
BASIC WRITING SKILLS (English)	02:350:135, 137
LITERATURE FROM A BLACK PERSPECTIVE (English)	02:350:155
BLACKMAN AND REDMAN IN AMERICAN LITERATURE (English)	02:352:219
LITRATURE OF THE PEOPLES OF COLOR (English)	02:352:227
THIRD WORLD LITERATURE AND POLITICAL PHILOSOPHY (Lang. and Lit.)	02:013:210, 210
INTRODUCTION TO AFRICAN FOLKLORE (Lang. and Lit.)	02:013:111
INTRODUCTION TO AFRICAN LITERATURE (Lang. and Lit.)	02:013:305
BLACK POETRY (English)	02:352:247
CREATIVE WRITING (English)	02:350:111
ADVANCED CREATIVE WRITING (English)	02:350:327
LANGUAGE AND ARTS TRAINING (English)	02:350:228
BLACK REVOLUTIONARY DRAMA (English)	02:352:232
BLACK AUTOBIOGRAPHY (English)	02:352:234
MODERN BLACK WRITERS (English)	02:352:236
AFRO-AMERICAN MUSIC (Music)	02:700:119

African Studies Program

The African Studies Program has been designed to provide for: (1) students who desire a major concentration in the area; (2) students in the related field of Afro-American Studies; and (3) students who simply wish to take courses in the area.

For those students wishing to major in African Studies, courses of study will be designed in coordination with the African Studies adviser. The particular shape of the student's concentration of courses will be determined in part by his particular interests in the field. The nature of the program will also be determined by a small nucleus of courses which will provide each major with a good inclusive understanding of Continental African culture. This nucleus will include: (1) an African language, (2) African political thought, (3) cultural anthropology, and (4) African history.

In addition to these core courses, students will be able to pursue courses in the area of the arts, literature, music and dance, the social sciences, sociology, psychology, economics, linguistics and, hopefully soon, in the field of geography. African Studies is also developing the kind of program which will provide for students who are majoring in a particular field such as history but who also wish to emphasize African history. In addition to the courses listed below which are offered at Livingston, a number of courses will be available at Rutgers and Douglass Colleges. It is anticipated that the coordinated offerings will be extensive and that the student interested in these areas will be able to choose a major of both breadth and specific focus. (Course descriptions can be found under departmental listings.)

Faculty Committee

Ernest F. Dunn, Chairman, Assistant Professor and Director of Language Program,
Department of Language and Literature.

Jan Carew, Visiting Professor of Language and Literature.

Badi G. Foster, Assistant Professor of Political Science.

Allen M. Howard, Assistant Professor of History.

Sylvia Kinney, Assistant Professor of Anthropology.

Barbara Lewis, Assistant Professor of Political Science.

George Preston, Assistant Professor of Art.

Ibrahim Noor Shariff, Instructor in Swahili and Art.

Ibrahim Wada, Instructor in Hausa.

Neils Hesse, Research Assistant.

Courses

ELEMENTARY HAUSA (Lang. and Lit.)	02:013:101, 102
ELEMENTARY SWAHILI (Lang. and Lit.)	02:013:105, 106
AFRICAN FOLKLORE IN TRANSLATION (Lang. and Lit.)	02:013:111
INTERMEDIATE HAUSA (Lang. and Lit.)	02:013:131, 132
AFRICAN LITERATURE IN TRANSLATION (Lang. and Lit.)	02:013:201
THIRD WORLD LITERATURE AND POLITICAL PHILOSOPHY (Lang. and Lit.)	02:013:210
AFRICAN LINGUISTICS (Lang. and Lit.)	02:013:301

AFRICAN ARTS (Anthropology)	02:070:226, 227
INTRODUCTION TO ETHNOMUSICOLOGY (Anthropology)	02:070:305
TRADITIONAL ARTS OF AFRICA, THE CARIBBEAN AND THE PACIFIC (Art)	02:080:137
TRADITION AND TRANSITION IN AFRICA (Arts and Sciences)	02:090:112
STUDIES IN HISTORY: AFRICA (History)	02:515:109, 110
STUDIES IN AFRICAN HISTORY (History)	02:510:415, 416
AFRICAN POLITICAL DEVELOPMENT (Political Science)	02:790:219
AFRICAN POLITICAL THOUGHT (Political Science)	02:790:226
AFRICAN SOCIALISM (Sociology)	02:920:305
CONTEMPORARY INTERNATIONAL DEVELOPMENT (Sociology)	02:920:403

ANTHROPOLOGY

The focus of the department is on Man as a species and on human behavior and society as the end products of evolution. Areas of special interest: social structure and organization with special reference to kinship; human origins and the evolution of behavior; primatology and animal sociology; psychological anthropology; political anthropology; and analysis of state systems; urban anthropology, and ethnomusicology.

Students who wish to major in anthropology will be expected to complete 8 or more courses acceptable to the department. At least 4 of these must be courses in anthropology at the 300 level or above. Related offerings in sociology, biology, psychology and linguistics may be counted in part toward the major and students will be encouraged to take such courses.

The college courses, MAN, RACE AND CULTURE (02:090:107-108) will form an excellent introduction to this major, and elementary biology, while not required, would be useful. MAN AND SOCIETY (02:070:217) represents an introduction to cultural anthropology. Students majoring in anthropology may be expected, as a part of these requirements, to submit a major paper demonstrating the capacity to synthesize material in this field.

Faculty

Margaret K. Bacon, Associate Professor and Departmental Executive Officer. B.S., Purdue University; M.A., Ph.D., Brown University. Psychological anthropology. Patterns of child-rearing. Author of *Teen-Age Drinking*; "A Cross-cultural Survey of Some Sex Differences in Socialization"; "A Cross-cultural Study of the Correlates of Crime."

Yehudi A. Cohen, Professor. B.A., Brooklyn College; Ph.D., Yale. Culture and personality, state systems, adaption; Caribbean, Middle East, Okinawa. Author of *Social Structure and Personality*; *The Transition from Childhood to Adolescence*; *Cross-Cultural Studies of Initiation Ceremonies, Legal Systems, and Incest Taboos*. Editor, *Man in Adaption: The Biosocial Background*; *Man in Adaption: The Cultural Present*, and *Man in Adaption: The Institutional Framework*.

Mark D. Dornstreich, Assistant Professor. B.A., University of Pennsylvania; Ph.D., Columbia. Human ecology; New Guinea. Author of "Subsistence and Settlement of the Gadio Enga of New Guinea"; "The New Guinea Grasslands."

Robin Fox, Professor. B.S., Ph.D., London University. Kinship and marriage, animal sociology, human origins. Author of *Kinship and Marriage: An Anthropological Perspective*; *The Keresan Bridge: A Problem in Pueblo Ethnology*.

Sylvia Kinney, Assistant Professor. M.A., Wayne State. Ethnomusicology, West Africa. Author of "Drummers in Dagbon"; "Africanisms in Music and Dance of the Americas."

Chet Lancaster, Assistant Professor. B.A., Harvard; Ph.D., University of California, Berkeley. Social and economic anthropology, Africa. Author of "The Evolution of Hunting"; "The Economics of Social Organization." Editor, *Relevance Now*.

Jane Lancaster, Associate Professor. B.A., Wellesley; Ph.D., University of California, Berkeley. Physical anthropology, primatology. Author of "Primate Communication Systems and the Emergence of Human Language"; "On the Evolution of Tool-using Behavior"; "Female Bonding."

Richard B. Lee, Associate Professor. B.A., M.A., University of Toronto; Ph.D., University of California, Berkeley. Human ecology, hunters and gatherers, Africa. Co-editor of *Man the Hunter*, author of "Kung Bushmen Subsistence: an Input-Output Analysis"; "Work Effort, Group Structure, and Land Use in Contemporary Hunter-Gatherers."

Warren Shapiro, Assistant Professor. B.A., Brooklyn College; M.A., Chicago; Ph.D., Australian National University. Author of "Kinship and Marriage in Siriono Society; A Re-examination"; "Asymmetric Marriage in Australia and Southeast Asia"; "Relational Affiliate in Unilineal Descent Systems."

George Talbot, Assistant Professor. B.A., M.A., Chicago. Philippine ethnology; Plains Indian ethnology; social use of space; ethnographic film.

Lionel Tiger, Associate Professor, Director of Graduate Studies. B.A., M.A., McGill University; Ph.D., London University. Political structures, male behavior. Author of **Men in Groups**; "Bureaucracy and Urban Symbol Systems"; "Dominance in Human Societies"; "Biological Fabianism"; "The Possible Biological Origins of Sexual Discrimination."

Walter Barga, Teaching Assistant. B.A., University of Missouri.

James Chisholm, Teaching Assistant. B.A., Wesleyan University.

Usher Fleising, Teaching Assistant. B.A., McGill.

Gloria Levitas, Teaching Assistant. B.A., Brooklyn College.

Julius Miller, Teaching Assistant. B.A., University of New Mexico.

Anthony Pfeiffer, Teaching Assistant. B.A., Goddard College.

Faculty from Other Departments and Schools

John Pfeiffer, Adjunct Professor. B.A., Yale. Neurophysiology, human origins, origins of agriculture. Author of **The Human Brain; The Origins of Modern Man**.

Norman A. Walensky, Assistant Professor of Biology. Ph.D., George Washington University. Physical anthropology, human biology, anatomy.

Courses

MAN, RACE AND CULTURE (See College Courses)

02:090:107-108

INDIANS OF NORTH AMERICA (Cr. 4)

02:070:207

Lee

In 1500 European explorers found the North American continent occupied by a rich diversity of indigenous cultures to which they applied the collective term "Indians." The next four centuries were a period of wholesale destruction of these cultures. Today Indian life and power is experiencing a resurgence. This course will examine, through lectures, readings and films, the ways of life of the North American Indians and Eskimos. We will discuss their history, languages, economic bases, social forms, and belief systems. In addition, each student will choose an Indian society and concentrate on the study of their culture. The goal of the course is to provide a richer understanding of the ecologies, societies and religions of North America before Columbus.

MAN AND SOCIETY (Cr. 4)

02:070:217

Cohen

The course will examine man as a living organism and product of evolution, as a maker of tools and symbols, as a hunter and aggressor, as social animal and urbanite. It begins with the emergence of man and his culture out of his pre-human background. It then goes on to discuss man's first adaptations to his habitat and his earliest social systems. This exploration continues with considerations of his subsequent adaptations in order to gain a picture of the principles governing the continuous evolution of culture to the present day. Emphasis is placed on those principles of cultural development that bear on contemporary cultural problems. Recommended for sophomores, juniors and seniors.

INDEPENDENT STUDY A (Cr. 4, 4)**02:070:223, 224**

Staff

Directed reading and research may be done on an independent study basis with the approval of the department and special permission from the faculty member who agrees to supervise the course. Special forms are available for this purpose.

PRIMITIVE SUBSISTENCE ECONOMIES (Cr. 4)**02:070:235**

Dornstreich

Consideration of the general topic of subsistence of economy in anthropological studies. Detailed examination of various primitive economies, including hunting and gathering, tropical horticulture, and pastoral nomadism, with particular attention to the implication of food gathering patterns for other aspects of society.

HUNTERS AND GATHERERS (Cr. 4)**02:070:239**

Lee

A search for the roots of modern society in the study of the hunting and gathering peoples of the world including Eskimo, Kalahari Bushmen, Congo Pygmies and Australian Aborigines. (Will not be offered in 1971-72)

THE ANTHROPOLOGICAL STUDY OF IMPERIALISM (Cr. 4)**02:070:242**

Lee

This course examines the impact of Capitalism, Colonialism and Imperialism on the peoples of the Third World. Starting from an examination of the map of the world in 1492 it goes on to consider the age of exploration in relation to the rise of Capitalism. Lenin's and Hobson's theories of imperialism are then considered. The impact of Imperialism on the peoples who have been the traditional subject matter of anthropology is studied using detailed case histories, such as the extermination of the Tasmanian aborigines, the development of the African slave trade, and the growth of peasantry in the New World. The course concludes with an examination of the reactions to conquest in the form of case studies of native resistance to Imperialism such as religious movements, armed resistance, and wars of liberation.

INTRODUCTION TO ETHNOMUSICOLOGY (Cr. 4)**02:070:305**

Kinney

The methods, aims and findings of the study of traditional music and dance with special reference to Africa. The role of music in culture, stability and change—particularly in respect to the process of acculturation, the stylistic features and comparative analyses of selected musical areas, instrumentation and research methods will be stressed.

AUSTRALIAN ABORIGINES (Cr. 4)**02:070:308**

Shapiro

This course is concerned with the traditional cultures of the aboriginal peoples of Australia; it deals only tangentially with conditions resulting from European contact. Special emphasis is placed upon social classification, ritual symbolism, and the significance of Australian ethnography in the development of anthropological thought. (Will not be offered in 1971-72.)

COMPARATIVE RELIGION (Cr. 4)**02:070:310**

Cohen

A study of the tribal and folk religions of the world in reference to their social context. Special attention is given to the socio-political and economic accompaniments of tribal and folk religions at different stages of social evolution.

CROSS-CULTURAL STUDIES OF SOCIAL LEARNING (Cr. 4)**02:070:322**

Bacon

This course will take a world-wide view of childhood—the way children live and grow to adulthood in different societies and the way in which they learn the patterns of their culture. The significance of both the differences and the universalities of socialization patterns will be emphasized. Variations in the child-training practices in different societies with respect to self-reliance, achievement, aggression, nurturance, and other systems of behavior will be explored and their relation to adult behavior considered.

AFRICAN ARTS (Cr. 4, 4)**02:070:326, 327**

Kinney

The emphasis of this seminar will be on the integration of the arts in African societies. Musicians, their instruments and music; dance as a form of movement and costuming; plastic arts including dance masks and figurines; design motifs and crafts; and literature will be discussed from the ethnological and aesthetic points of view.

CONTEMPORARY CIVILIZATION**02:070:346**

Cohen

Prerequisite: MAN AND SOCIETY (02:070:217)

The course will examine the adaptations in different social systems to their participation in inter-societal or civilizational networks. It begins with the emergence of civilization as a unique form of inter-societal networks in the ancient world, as in Mesopotamia and China and Japan. It then goes on to apply the principles of these to contemporary civilization in order to learn which aspects of civilizational patterns have remained unchanged and which have been newly developed in response to the unique industrial bases of contemporary civilizations. Special emphasis placed on legal and political forms. (Will not be offered in 1971-72.)

TROPICAL PEOPLES**02:070:348**

Dornstreich

This course will examine subsistence level societies found in the world's tropical rainforests, including those of tropical Africa, lowland South America, Indo-Malaysia, Southeast Asia and Melanesia. While diverse aspects of life in the rainforest will be considered, special attention will be devoted to the way in which societies adjust to a tropical environment. The course will also examine the bases for similarities in the adaptation and evolution of tropical rainforest societies. (Will not be offered in 1971-72.)

CULTURE AND PERSONALITY**02:070:407**

Cohen

Prerequisite: Background in anthropology

The relation between social and cultural systems and psychological processes among members of different groups. The course will stress questions of identity, perception and motivational patterns. An attempt is made to view changes in these as accompaniments of socio-technological evolution. (Will not be offered in 1971-72.)

PRIMATOLOGY AND HUMAN EVOLUTION (Cr. 4)**02:070:408**

Lancaster, J.

Prerequisites: Both semesters of MAN, RACE AND CULTURE (107-108) or consent of instructor.

Anatomy, behavior and evolution of the primates, with special reference to social behavior, the evolution of the hominids, and the emergence of modern man. The major focus of the course will be on the evolution of social life among the primates. Lectures will cover such topics as learning, socialization, sexual behavior, dominance, aggression, territoriality, social alliances, communication, and ecology of primate societies. Social behavior will be seen as the major adaptive mechanism by which primates exploit their environment. The work for the course will include a short research paper.

HISTORY OF ANTHROPOLOGY (Cr. 4)**02:070:409**

Shapiro

Prerequisite: one course in anthropology or permission of instructor.

This course is concerned with the development of anthropology during the approximately 75 year period from the publication of Morgan's *Ancient Society* to that of Murdock's *Social Structure* in 1949. Readings will emphasize the work of Morgan, Lowie, Rivers, Radcliffe-Brown, Steward, and Murdock. Thematic emphasis will be upon the relationship between the accumulation of ethnographic data and the refinement of theory.

INTRODUCTION TO SOCIAL ORGANIZATION (Cr. 4)**02:070:411**

Shapiro

Prerequisite: one course in anthropology or permission of instructor.

This course is designed primarily for students who intend going further into cultural anthropology or a related field. It covers those principles of social classification found in all known human societies: age, sex, and kinship and marriage. Emphasis is placed upon native categories rather than their behavioral entailments, and upon the evolution of forms of social classification. Ethnographic examples are drawn from several areas but primarily Aboriginal Australia.

LANGUAGE AND CULTURE (Cr. 4)**02:070:414**

Staff

The complex interrelations between language and behavior in the cultural context, historical and developmental linguistics. (Will not be offered in 1971-72.)

PEOPLES AND CULTURES OF SUB-SAHARAN AFRICA (Cr. 4)**02:070:416**

Lancaster, C.

Prerequisite: Consent of instructor.

This course will draw on the vast continent of Africa in order to present a picture of the human experience as it has been in the non-Western, pre-Industrial world. Though the continent of Africa is a single geographical unity whose people today stress their unity, this course will cover only Africa south of the Sahara. It is a lecture course about traditional rural African society on the local level rather than about the Colonial structure or the emerging new nation-states; unfortunately there will be no time to cover contemporary political or economic changes. The readings for the most part deal with detailed descriptions of the social life of particular African peoples and the supporting lectures are organized on a topical basis. By consent of the instructor, the course is open to advanced undergraduates, including those in the African and Black studies programs, as well as to graduate students. Students are responsible for the material in both the readings and the lectures. There will be a mid-term and a final, but advanced graduate students may choose to write a paper instead.

SENIOR SEMINAR (Cr. 4, 4)**02:070:491, 492**

Staff

For majors who want to go on to Graduate School.

INDEPENDENT STUDY B (Cr. 4, 4)**02:070:495, 496**

Staff

For upperclassmen. Directed reading in an area to be chosen in consultation with the advisor to undergraduates, preferably in connection with a research project. Obtain special permission from the faculty member who agrees to supervise the course. Special forms are available for this purpose.

ARTS and MUSIC

The Arts and Music program is centered on workshops and seminars in which a student can explore the materials, objects, sounds, images, and places of his present world. The program seeks to develop the interplay of eye and ear, hand and mind, necessary for skillful, creative and self-aware individuals.

The Visual Arts Program has three aspects. First, there are media workshops which accent the processes of making, marking, shaping, moulding, and joining. These workshops focus on specific media and skills, such as drawing, painting, sculpture, ceramics, film, photography and graphics.

Secondly, art history courses are offered, or are being developed, which have three accents: (1) on the problems of modern art; (2) on the traditional arts of non-Western cultures, especially those of Africa, Pre-Columbian America, the Caribbean and Oceania; and (3) on the folk and popular arts of both non-Western and Western peoples. Further plans call for the development of courses in aesthetics, in perception theory, and in the relation of art and technology.

Thirdly, the Visual Arts Program seeks to heal the unfortunate split between studio work and art history. Each media workshop includes analysis and critical discussion which may lead to an awareness of the support and burden of history. So too, art history courses may lead back to the immediacy of creation. Further, courses have been developed to connect art with anthropological, political and philosophical questioning (e.g. Ritual, Place, Utopia). These combine seminar analysis with workshop activities.

The Music Program has similar inter-related accents: first, on music making, ensemble playing and composition; second, on history and theory courses which study both Western and non-Western musical traditions, with attention paid to folk, popular and experimental music as well as to the traditionally acknowledged classics. Further, the program will offer music courses that relate to other arts, to movement and speech, as well as to other disciplines, especially those required for teaching.

The art and music workshops, seminars and independent study projects are directed by a faculty of artist-teachers centered at Livingston. Further plans call for an apprenticeship program for advanced students. A wider group of artists and musicians will provide special off-campus training in their workshops.

The Arts and Music Program is designed for both majors and non-majors. Majors will be required to take from ten to sixteen courses in the program. They will be encouraged to take courses in other arts, in theatre, in dance and in literature; also, to study those social sciences which may help them to formulate their artistic aims and to deepen their involvement in the critical social questions to which they will bear witness.

Faculty

Daniel Newman, Associate Professor of Art and English and Chairman. B.A., Bard College. Painting, theatre and American studies. Exhibitions in over twenty one-man shows, including nine in New York City since 1956. Over 450 paintings in museum and private collections. Guggenheim Foundation Grant in 1961. Director of Young People's Theatre, 1954-61; lecturer in English at Middlebury College 1966-68. Exhibition consultant to New York State Council of the Arts, 1968-70.

Robert T. Cooke, Assistant Professor of Art. B.A., Newark State College; M.F.A., Cranbrook Academy of Art, Bloomfield Hills, Michigan. Ceramics and sculpture. Recipient of numerous awards and scholarships. Represented in Cranbrook Museum's permanent collection and several private collections.

Patricia Ann Daly, Assistant Professor of English and Art. B.A., Ohio Wesleyan; M.A., Columbia. Communications skills in language and art. Former director of various enrichment programs for Black students.

Leon Golub, Professor of Art. B.A., University of Chicago; M.F.A., Art Institute of Chicago. Painting, modern art, art and society. Over thirty-one exhibitions, including Pasadena Museum of Art; Institute of Contemporary Arts, London; National Gallery of Victoria, Melbourne; Massachusetts Institute of Technology. Ford Foundation Grant, 1961; Guggenheim Foundation Grant, 1968.

Daniel Goode, Instructor in Music. M.A., Music Composition, Columbia University. Works for instrumental ensemble, for instruments and moving bodies, for electronic tape. Conductor, New Music Series, Walker Art Center, Minneapolis, 1967-68. Member of New Music Choral Ensemble, 1968-70, San Diego.

Arnold Henderson, Assistant Professor of English and Art. B.A., Cornell; M.A., California. Poet, student of medieval literature and photographer. Co-author, **Chaucer and Augustan Scholarship**.

Sylvia Kinney, Assistant Professor of Ethnomusicology. B.A., M.A., Wayne State. Research Fellow in Ethnomusicology, Institute of African Studies, University of Ghana.

Robert L. Martin, Associate Professor of Philosophy and Cellist-in-Residence. A.B., Haverford College; M.B., The Curtis Institute of Music; M.S., Ph.D., Yale. Author of "Toward a Solution to the Liar Paradox," and "On Grellings Paradox." As cellist; student of Orlando Cole and Leonard Rose; played in Marlboro Festival 1961-62; Fromm Quartet, Tanglewood 1963; Group for Contemporary Music at Columbia University 1963-64; principal cellist New Haven Symphony 1964-65; recorded for Epic, CRI, and Columbia Records; cellist for Center of the Creative and Performing Arts, SUNY Buffalo 1966-68; cellist, Livingston Trio 1969.

Lloyd C. McNeill, Assistant Professor of Music and Art. B.A., Morehouse; M.F.A., Howard. Afro-American music, painting. Paintings exhibited internationally, with works in museum, university and private collections. Composer for educational films; leader of the Lloyd McNeill Jazz Quartet.

George Preston, Assistant Professor of Art. B.A., City College of New York; M.A., Columbia University. Foreign Aid Fellow (Africa) 1968-70. Affiliated, Institute of African Studies, University of Ghana, 1968-70. Exhibitions of paintings and sculpture, Phoenix Gallery, 1960; Duo Gallery, 1962, New York City. Special Consultant to Brooklyn Museum, 1968; installed permanent exhibition in African Hall. Special Consultant on Primitive Art to New York State Commission on Arts and Ithaca College Museum, 1968, 1969. Author of "Art, History, and Society in Ghana."

George A. Talbot, Assistant Professor of Anthropology and Art. B.A., M.A., Chicago. Philippine ethnology; Plains Indian ethnology; social use of space; ethnographic film. Suzanne Bredmeister Smith, Teaching Assistant in Dance.

Wheeler Dixon, Teaching Assistant in Film.

Kendra McKenzie, B.A., Middlebury College. Teaching Assistant in Graphics.

Stephen Procuniar, Teaching Assistant in Graphics.

Murray Rozansky, Teaching Assistant in Photography.

Alan Tannenbaum. B.A., Rutgers College. Teaching Assistant in Film and Photography.

Ann Tsubota. B.A., Douglass College. Teaching Assistant in Ceramics.

Martha Wohlforth, B.A., Oberlin College. M.A., City College of New York. Teaching Assistant in Music.

Faculty from Other Departments and Schools

Philip Moore, Visiting Artist at Princeton and Livingston in 1970-71. Painter, woodcarver and craftsman. Over 50 one-man and group shows in Guiana since 1950. Pattern-maker for Government Pottery Factory; Officer of Art and Craft for National History and Arts Council of Guiana; twenty paintings and carvings owned by Government National Art Collection.

Jay Ruby, Visiting Lecturer in Anthropology and Film. B.A., University of California; M.A., University of California. Instructor, Department of Anthropology, Temple University.

Ibrahim Noor Shariff, Instructor in Swahili and Art. D.F.A., Makerere School of Fine Art, Uganda. Exhibitions in five major galleries of East Africa; group exhibitions in Europe. Edited "Qiyama" and "Kizere."

Art Courses

The following media workshops will be offered in 1971-72:

PAINTING (Cr. 4) Golub	02:080:150
PAINTING II (Cr. 4) Golub and Staff	02:080:273
GRAPHICS (Cr. 4) Procnuniar and McKenzie	02:080:151
GRAPHICS II (Cr. 4) Procnuniar and McKenzie	02:080:274
FILM (Cr. 4) Dixon and Tannenbaum	02:080:152
FILM II (Cr. 4) Staff	02:080:275
PHOTOGRAPHY (Cr. 4) Henderson, Talbot and Staff	02:080:153
PHOTOGRAPHY II (Cr. 4) Henderson, Talbot and Staff	02:080:276
SCULPTURE (Cr. 4) Cooke, Moore and Shariff	02:080:154
SCULPTURE II (Cr. 4) Cooke, Moore and Shariff	02:080:277
CERAMICS (Cr. 4) Cooke and Tsubota	02:080:155
DRAWING (Cr. 4) Golub and Preston	02:080:

Art History and other art courses to be offered in 1971-72 are:

DESIGN AND ENVIRONMENT (Cr. 4, 4) 02:080:115, 116

McNeill

Workshop exploration of the elements of design, line and shape, color and texture, light and space, and of their relation to the environment, its objects, spaces and structures, its sounds and gestures.

PLACE (Cr. 4) 02:080:118

Newman and Staff

A workshop seminar in which a single place is documented through drawing, photography, film and tape, leading to an analysis of the many concepts of "an American place."

UTOPIA (Cr. 4) 02:080:120

Newman

A continuation of the workshop on place. Study will be made of 19th and 20th century concepts of topia, religious, secular and technological, after which students will create, singly or in teams, utopian design plans.

RITUAL (Cr. 4) 02:080:122

Newman

A workshop seminar on the theme of the transformation of play into ritual. Students will design masks, costumes, fetishes, icons and instruments, and will combine them in a ritual of their own making.

OBJECTS (Cr. 4) 02:080:124

Newman and Staff

The reading of objects, using 20th century American-made things, with stress on the collection and documentation of objects through camera and display. Analysis will be made of the relation of objects to image and to word.

OBJECT COLLECTIONS (Cr. 4) 02:080:126

Newman and Staff

The creation of a museum. Specific projects will vary from year to year. For 1970-71, the project was the formation of a Camp Kilmer Museum. Research among the remains was followed by the transformation of a camp structure into a museum space.

ANALOGOUS STRUCTURES (Cr. 4) 02:080:128

Staff

The relation of physical, biological, mechanical and mathematical structures to visual forms.

THE IMAGE (Cr. 4) 02:080:130

Staff

The nature of perception and communication.

TRADITIONAL ARTS OF AFRICA, THE CARIBBEAN AND THE PACIFIC (Cr. 4) 02:080:137

Preston and Staff

Survey of the place of art in the world view of some of the peoples of Africa, the Pacific and Caribbean basins. Political, social and religious content and context are analyzed in relationship to aesthetic meaning and values. Special attention will be given to the elementary problems of identification of styles and verification of authenticity. Course materials include slides, films, recordings and authentic sculptures.

FILM AND REALITY (Cr. 4) Ruby An exploration of the nature of visual communication through an examination of "realistic" film genres, e.g., documentary, newsreel, home movies, and educational films. Students will participate in a series of moving image media experiments.	02:080:160
LITERARY THEMES: LIGHT AND DARKNESS (Cr. 4) (See English) Newman	02:350:244
INDEPENDENT STUDY A (Cr. 4) Staff	02:080:222
ART AND CRISIS (Cr. 4) Golub Seminar on the twentieth century artist's reaction to political and social crisis, to be taught as a course in historical analysis and/or as a workshop in painting and drawing.	02:080:318
INDEPENDENT STUDY B (Cr. 4) Staff	02:080:484

Music Courses

INTRODUCTION TO MUSIC (Cr. 4) Staff An inquiry into the evolution of Western music. Emphasis will be on developing a frame of reference for intelligent listening. Simple analysis of musical form will be undertaken and some historical reference given.	02:700:101
ELEMENTS OF MUSIC THEORY (Cr. 4) Wohlforth This course is designed for the general student as well as the prospective music major. It consists of the elements needed to become musically literate, as a preparation for the study of harmony and composition. The course content, (notation, scales, intervals and triads) is approached by several means: dictation, sight singing, analysis and written work.	02:700:108
ELEMENTS OF MUSIC THEORY II (Cr. 4) Wohlforth A continuation of Music 108, with stress on diatonic harmony. Analysis of music of various styles; harmonization; writing original pieces; ear training and sight singing.	02:700:109
AFRO-AMERICAN MUSIC (Cr. 4) McNeill Origins, transitional patterns, and development of music played, composed and inspired by Afro-Americans (Gospel, spiritual, blues, folk, jazz). Complementary concern with social and creative communities of the music and the musicians.	02:700:119
SOUND AS EXPRESSION IN TIME (Cr. 4) Goode The course will introduce each student, regardless of previous musical training and experience, to the sources of music and music making through ensemble action and individual composition. Among the activities are: group improvisation with voice and body gesture, and with simple percussion, wind and string instruments; making scores and invention of appropriate notation systems; making of simple instruments and of taped sounds into structured compositions. Listening and talking.	02:700:128

INDEPENDENT STUDY A (Cr. 4)	02:700:214
Staff	
AFRICAN MUSIC AND DANCE (Cr. 4)	02:700:215
Staff	
Introduction to style and content of African music and dance, including instrumentation. Special attention will be paid to West African musical traditions and the impact of social change on traditional styles.	
INTRODUCTION TO ETHNOMUSICOLOGY (Cr. 4) (See Anthropology)	02:070:305
Kinney	
INDEPENDENT STUDY B (Cr. 4)	02:700:496
Staff	

Dance Courses

INTRODUCTION TO DANCE (Cr. 4)	02:740:125
Bredemeier and staff	
An exploration of various dance styles through exercises and movement games, including exercises in mime and dramatic gesture. Small groups will work on projects involving movement and communication.	

ASIAN STUDIES

The Program in Asian Studies provides an opportunity for undergraduates to study the language, history, and contemporary problems of one or more of the peoples of Asia. The program seeks to integrate work in language and substantive courses covering one or more aspects of the civilizations or societies of Asia.

At the present time, undergraduate offerings in Asian Studies, in the New Brunswick colleges, include the titles listed below. (Course descriptions may be found under departmental listings in the Douglass, Livingston, and Rutgers announcements.)

Faculty Committee

Richard W. Wilson, Associate Professor of Political Science, Livingston, and Program Director.

Michael Adas, Lecturer in History, Rutgers.

Baruch Boxer, Professor of Geography, Livingston.

John Brush, Professor of Geography, Rutgers, and Committee Chairman.

Ardath W. Burks, Professor of Political Science and University Director of International Programs.

Margaret Case, Lecturer in History, Douglass.

Nelson Chou, Librarian, East Asian Library, University Library.

Paul Friedland, Assistant Professor of History, Rutgers.

Michael Gasster, Associate Professor of History, Livingston.

Rhoda Goldstein, Assistant Professor of Sociology, Douglass.

Francis A. Johns, University Bibliographer, University Library.

Jessie Lutz, Professor of History, Douglass.

Margaret Ma, Teaching Assistant in Chinese,, Livingston.

Gerald A. McBeath, Assistant Professor of Political Science, Rutgers.

Cyrus R. Pangborn, Professor of Religion, Douglass.

Josef Silverstein, Professor of Political Science, Rutgers (on leave).

Shanti S. Tangri, Professor of Economics, Livingston.

Hsing-hua Tseng, Lecturer in Chinese, Livingston.

Ching-I Tu, Assistant Professor of Chinese, Livingston.

Courses

General

TRADITION AND TRANSITION IN ASIA (Arts and Sciences, Rutgers and Douglass)	090:321, 322
ECONOMICS OF POPULATION (Economics, Livingston)	02:220:270
DEVELOPMENT PROBLEMS OF UNDERDEVELOPED COUNTRIES (Economics, Rutgers, Douglass, and Livingston)	220:370
POLITICAL GEOGRAPHY (Geography, Rutgers)	12:450:405

EUROPE IN THE THIRD WORLD: (1) TO 1800; (2) SINCE 1800 (History, Rutgers)	12:510:385, 386
HISTORY OF RELIGIONS (Religion, Douglass)	06:840:211
Language and Literature (Livingston)	
ELEMENTARY CHINESE	02:165:101, 102
INTERMEDIATE CHINESE	02:165:131, 132
CLASSICAL CHINESE	02:165:205, 206
ADVANCED MODERN CHINESE	02:165:215, 216
CHINESE LITERATURE IN TRANSLATION	02:165:241, 242
CLASSICAL CHINESE LITERATURE	02:165:305, 306
MAJOR TRADITIONS OF CHINESE THOUGHT IN TRANSLATION	02:165:341, 342
CONTEMPORARY CHINESE LITERATURE	02:165:451, 452
Area	
THE ART OF ASIA (Art, Douglas)	06:080:332
SELECTED TOPICS IN THE CHINESE REVOLUTION (College Course, Livingston)	02:090:314
CHINA AND THE THIRD WORLD: SOME GEOGRAPHICAL PERSPECTIVES (Geography, Livingston)	02:450:106
SOUTH ASIA (Geography, Rutgers)	12:450:341
EAST ASIA (Geography, Rutgers)	12:450:342
WESTERN INTRUDERS IN THE CHINESE REVOLUTION (STUDIES IN HISTORY) (History, Livingston)	02:510:121
MAO-TSE TUNG AND THE ROLE OF THE GREAT MAN IN HISTORY (STUDIES IN HISTORY) (History, Livingston)	02:510:122
MODERN CHINA (History, Douglass)	06:510:353, 354
REVOLUTION IN MODERN CHINA (History, Livingston)	02:510:387
HISTORY OF SOUTHEAST ASIA: (1) TO 1800; (2) SINCE 1800 (History, Rutgers)	12:510:463, 464
TRADITIONAL CHINA (History, Rutgers)	12:510:471, 472
CHINA AND NORTH ASIA (History, Rutgers)	12:510:474
GOVERNMENTS AND POLITICS OF THE FAR EAST (Political Science, Rutgers) (Alternate years with 02:790:428)	12:790:313, 314
GOVERNMENTS AND POLITICS OF SOUTH & SOUTHEAST ASIA (Political Science, Rutgers)	12:790:337, 338
REVOLUTION AND CHANGE IN MODERN CHINA (Fall) (Political Science, Livingston) (Alternate years with 12:790:313)	02:790:428
POLITICAL MODERNIZATION OF JAPAN (Political Science, Livingston) (Alternate years with 12:790:314)	02:790:428
NEW MOVEMENTS IN ASIAN RELIGIONS (Religion, Douglas)	06:840:314
ADVANCED HISTORICAL STUDIES IN RELIGION: EAST (Religion, Douglass)	06:840:412

BIOLOGY

As a department concerned with the needs of man, Biology's emphasis will be on the areas of human biology, animal behavior, the effect of the environment on population development, and conversely, the effects of man's population growth and resource utilization on his environment. Courses will be designed to provide a thorough understanding of the biological principles through the use of examples which illustrate the interaction between man and nature.

Close cooperation between this department and anthropology, sociology, psychology, and urban planning make it possible for a student to be broadly problem oriented while developing a technical major. At the same time, more or less traditional majors exist through intercollege registration, although some limitation is expected in the number of courses taken outside of Livingston College.

Students electing to major in biology will normally be expected to take courses in chemistry through organic, mathematics, and one year of physics. Six to eight additional courses in biology constitute a major. Such a major will suffice for students who wish to pursue careers in secondary teaching of biology, those who seek employment in certain health-related fields, and some who plan graduate study in the biological sciences. Students who elect pre-medical and pre-dental studies may find it necessary that they enroll in a number of additional courses.

Those whose interests lie in this department will be encouraged to develop a course of independent study in their senior year and, in some cases, as early as their junior year. Each individual student program will be designed in consultation with an advisor from the Department of Biology. Advanced standing will be offered those students who show an exceptional level of understanding of the principles of biology through examination conducted by the Department of Biology.

Students who plan to take additional courses in biology, except PROBLEMS IN POPULATION AND ENVIRONMENT (02:090:108), must receive credit in FUNDAMENTALS OF BIOLOGY LABORATORY (02:120:104).

The Biology Department, in cooperation with other departments of the College and the Rutgers Medical School, is developing a number of health-related curricula in which the first year is basically the same. These programs will allow the student with a general interest in the health field to keep a number of options open at least until his second year and to delay any irrevocable decisions until the end of that year. In addition to the programs listed below, this "branching" curriculum will include programs in environmental health, mental health, and health administration that are still in the planning stages.

Physician's Associate Program

Livingston College and the Rutgers Medical School are developing a joint program to train Physician's Associates, an important new category of health care personnel. This four-year program will lead to a baccalaureate degree and will be designed to conform to New Jersey licensure requirements. The proposed curriculum meets the Class A standards set by the National Academy of Sciences. The program will be under the direction of a medical doctor.

Students will be admitted to the program at the end of their first two years, which will include extensive work in the basic sciences. Students with appropriate backgrounds in other colleges, as well as medical corpsmen and nurses, may be accepted into the program as transfer students.

The third year of the curriculum will include clinical courses taught in cooperation with the Rutgers Medical School. The fourth year will involve a closely supervised clinical experience in a hospital, clinic, or physician's office. After graduation, the Physician's

Associate will be able to work under the direction of a physician in a variety of roles. He may work in a hospital, assuming many of the responsibilities presently performed by medical interns, or he may work with out-patients in a doctor's office, in school or industrial health programs, in a rural health service, or as a member of an urban community health team.

A small pilot group may be admitted to the program for 1971-1972. Interested students should contact the Chairman of the Biology Department for details.

Pre-Medical Program

Details of the pre-medical program are being worked out by a joint committee of Livingston College and the Rutgers Medical School. Students should determine early in their college careers the specific admission requirements of schools in which they are interested and must understand that admission to medical schools is highly competitive. Interested students should consult advisers in the Biology Department for details of the Livingston program.

Medical Technology Program

Medical technology is a paramedical field which offers opportunities in clinical laboratory work, teaching, research and administration. The medical technologist employs skills in micro-biology, hematology, histology and chemistry while functioning as a member of a health care delivery team. While the majority of medical technologists work in clinical laboratories, many are employed by public health agencies, pharmaceutical firms and research institutions.

A four year baccalaureate program is offered in the Biology Department which qualifies the student to take the examination of the Board of Registry of Medical Technology. Licensure by the Board is usually a prerequisite for employment.

The student spends three academic years at Livingston College and a fourth calendar year at Mercer Hospital in Trenton, which is affiliated with the College. During the first three years the student takes courses in biology, chemistry, physics and electives of his own choosing. The fourth year consists of lectures and practical demonstrations at Mercer Hospital in biochemistry, hematology, coagulation, bacteriology, parasitology, histology, serology, blood banking and clinical microscopy. Upon completion of this curriculum the student is awarded a baccalaureate degree from Livingston College and upon successful completion of the Board of Registry examination is a certified Medical Technologist (American Society of Clinical Pathologists).

Students who are interested in this program should consult a Biology Department Adviser for details.

Faculty

W. Robert Jenkins, Professor and Chairman. B.S., William and Mary; M.A., Virginia; Ph.D., Maryland. Interest in the relationship of free-living nematodes to environmental pollution. Lecturer, Visiting Biologists Program, American Institute of Biological Sciences. Author of: **Nematology, Recent Advances; Plant Nematology**, co-author with D. P. Taylor; **Population and world food supply, in Man and the Ecosystem**.

Ronald J. Barfield, Associate Professor. A.B., M.A., Ph.D., University of California. Research emphasis on the psychological bases of sexual and aggressive behavior. Author of "Activation of copulatory behavior by androgen implanted into the preoptic area of capons" and "Sexual behavior: stimulation by painful electric shock to the skin in male rats."

Douglas E. Busch, Teaching Assistant. B.A., Franklin and Marshall. Interest area: animal behavior.

Betty L. Faber, Teaching Assistant. B.S., College of William and Mary; M.S., Rutgers. Special interest: behavior of invertebrates.

Maria Cordero Hardy, Associate Professor. B.S., Midland College; M.S., Ph.D., Fordham University. Research interest: effects of stress on the vascular nervous, and endocrine systems of the rat. Author of: "Hematological findings associated with long term effects of differential preweaning experience in the Wistar rat", "Laboratory Manual for General Biology," with B. Felton; Student's Guide to accompany Alvin Nason's **Textbook of Modern Biology**.

Franklyn G. Jenifer, Assistant Professor. B.S., M.S., Howard; Ph.D., Maryland. Research interest in the characterization of viruses and their interactions with the host. Author of "Studies on the interactions of pchloromercuribenzoate with turnip yellow mosaic virus; III. Involvement of the ribonucleic acid; IV. onformational change, exposure and pH-induced degradation; V. Induced ribonuclease sensitivity and degradation of the virion."

Lawrence M. Karen, Teaching Assistant. B.A., Columbia. Interest area: animal behavior.

Fred D. Miller, Assistant Professor. B.S., Knoxville College; M.S., Ph.D., Howard. Research interest in the biochemical analysis of free-living protozoans and organismic physiology and structure. Author of "The Biochemical analysis of the cyst capsule of *Vorticella microstoma*," "Biochemistry of a peritrich."

Elizabeth M. Nash, Teaching Assistant. B.S., Connecticut College; M.S., Rutgers. Interest area: Bryophytes as indicators of pollution.

John B. Pearce, Associate Professor. B.A., Humboldt; M.S., Ph.D., Washington. Research emphasis in marine biology and presently serving as a coordinator of the International Biological Program concerned with "The Impact of Man on the Marine Environment." Author of: "Marine Biology" in *Colliers Encyclopedia*; "Oil pollution—a threat to marine resources and recreation."

Richard P. Petriello, Assistant Professor. B.S., Iona; M.S., Seton Hall; Ph.D., Rutgers. Research emphasis on the helminth parasites of plants and animals. Author of: "Observations on the Life Cycles of a Homogenetic Strain, *Strongyloides venesuelensis*, and a Heterogenetic Strain of *Strongyloides ratti* in Different Host Species," "Carbohydrate investigations in the stylet-bearing nematode *Aphelenchoides* sp."

Christine M. Redman, Instructor. B.S., Nazareth College of Rochester; M.S., Rutgers. Special interest: marine nematodes.

Renald Resmini, Teaching Assistant. B.A., University of Pennsylvania. Special interest: animal behavior.

Monica Schoelch, Teaching Assistant. A.B., Vassar College: Special interest: animal behavior.

Susan L. Stoddard, Teaching Assistant. A.B., Vassar College. Special interest: cardiovascular physiology; hypertension.

Norman A. Walensky, Associate Professor. B.S., Muhlenberg; M.S., Ph.D., George Washington. Research interest in human anatomy and biology. Author of: "Anatomical factors relative to the racial selectivity of femoral neck fracture"; and "A reevaluation of the mastoid region of contemporary and fossil man."

Marsha L. Wender, Teaching Assistant. B.S., Michigan State University. Special interest: animal behavior.

Faculty from Other Departments and Schools

Herbert T. Streu, Associate Research Professor, College of Agriculture and Environmental Science. B.S., M.A., Ph.D., Rutgers. A specialist in entomology and pesticide use. Author of "Pesticide Activity and Gross Response Effects in Turf Grass." Editor of the *Annual Bulletin of Turf Grass Research* at Rutgers.

Jorge Mora, M.D., Adjunct Professor (Medical Technology). Pathologist and Director of Laboratories, Mercer Hospital.

Norman H. Coopersmith, M.D., Adjunct Assistant Professor (Medical Technology). Pathologist, Mercer Hospital.

Herbert Marinari, M.S., Adjunct Assistant Professor (Medical Technology). Biochemist, Mercer Hospital.

Maria Nitti, M.T. (A.S.C.P.), Adjunct Instructor (Medical Technology). Medical Technologist, Mercer Hospital.

Courses

FUNDAMENTALS OF BIOLOGY (Cr. 4) 02:120:103

Jenkins

This course is directed to both majors and non-majors. It will provide a basis in the understanding of biological principles applicable to both botany and zoology, although emphasis will be given to animal biology. It will further serve the non-science major who desires some general introduction to scientific principles and those students who anticipate enrolling in a secondary education curriculum.

FUNDAMENTALS OF BIOLOGY LABORATORY (Cr. 1) 02:120:104

Petriello

This course consists of a weekly meeting of 150 minutes. Laboratory demonstrations and exercises are correlated with lecture presentations. Some opportunity for additional independent study is available.

SPECIAL STUDY IN BIOLOGY (Cr. 4) 02:120:106

Redman

Prerequisite: 02:120:103 and permission of instructor.

Designed for those students who desire additional instruction in the fundamentals of biology.

CONCEPTS OF ZOOLOGY (Cr. 4) 02:120:112

Miller

Prerequisite: 02:120:103

This course is directed to both majors and non-majors. The first part will provide a comparative introduction to fundamental zoological concepts and a survey of the ten major invertebrate phyla from an evolutionary and ecological approach. The second part of the course will consist of three parts: the first of which discusses vertebrate structure and function. The rat and the frog have both been included as laboratory devices for the teaching of human anatomy and physiology. The second part contains a survey of the seven classes of vertebrates while the third section will concern itself with the unifying concepts of zoology in the form of genetics and evolution.

SELECTED TOPICS IN BIOLOGY (Cr. 4) 02:120:121

Redman

Prerequisite: Permission or the department.

A semester course for students who desire reading beyond the level of study in 02:120:103.

SEMINAR IN HEALTH STUDIES (Cr. 1) 02:120:124

Jenkins

A series of lectures and discussions to acquaint students with the scope and development of health care delivery. Intended for all students who have an interest in a career in any health area.

PROBLEMS IN POPULATION AND ENVIRONMENT (Cr. 4)**02:090:126**

(See College Courses)

BIOLOGY OF INVERTEBRATE ANIMALS (Cr. 4)**02:120:202**

Petriello

Prerequisite: One full year of laboratory biology (including 120:103, 120:112)

This course is designed as a study of the invertebrates through an approach in which systems in invertebrate animals, from the one-celled protozoans to anthropods, will be compared. Emphasis will be given to structure and function and their relationship with the life history of these organisms. A morphological and phylogenetic approach will be offered in the laboratory.

Students are advised to take this course following Concepts of Zoology or its equivalent. This course will serve both majors and those who plan a career in secondary school teaching. It will be especially useful to persons interested in marine biology, environmental biology, and some health-related fields.

BEHAVIORAL BIOLOGY (Cr. 4)**02:120:203**

Barfield

Prerequisite: 02:120:103, its equivalent, or permission of the instructor.

Basic principles of behavior of animals including physiological mechanisms underlying behavior, communication and social behavior of animals, with emphasis on implications for man. Includes lectures and demonstrations.

MICROBIAL ORGANISMS (Cr. 4)**02:120:209**

Jenifer

Prerequisite: 120:103, 104

This course is designed to give students interested in para-medical professions, general biology, secondary school teaching, and biochemistry some appreciation of the biology of bacteria, fungi, algae and viruses. Detailed examination of culturing, morphology, identification and physiology of these organisms will be made.

The course will also focus, where appropriate, on the past, present, and future impact that these organisms have on man and his development.

It is hoped that those students who successfully complete this course will not only be well rounded in the essentials of microbiology, but will also have a better idea of the interrelationship of this field with other areas of the natural and physical sciences.

BIOLOGY OF VERTEBRATE ANIMALS (Cr. 4)**92:067:106 (02:120:211)**

Staff

This course is offered in Agriculture and open to Livingston students who have completed Biology 103.

Mammalian and avian morphology and physiology will be stressed. Laboratory will be concerned primarily with the gross morphology and elementary histology of the rat, chicken, and other selected species.

ECOLOGY OF MARINE LIFE (Cr. 4)**02:120:212**

Pearce

Prerequisite: Invertebrate Zoology or its equivalent.

Considers the types of organisms found in estuaries and oceans and their interrelationships to each other and the physical environment. The community approach is stressed and concepts such as competition, diversity and succession are emphasized. The existing and potential effects of Man's activities on the marine environment are also discussed.

At least two field trips to visit the facilities of nearby marine research facilities are planned. Depending upon class size, it is anticipated that at least one field trip will be aboard an ocean going research vessel.

SEMINAR IN POPULATION AND ENVIRONMENT (Cr. 2)**02:120:215**

Redman

Prerequisite: 02:090:108 or permission of the instructor.

This seminar examines in greater depth and detail some of the problems identified in 090:126. Initial discussions are directed toward defining what is meant by terms such as conservation, ecological perspective, and quality of life. Critical consideration is given to the problem of world food resources. Other problems discussed are the use and mis-use of the marine environment; food additives, and waste-disposal. The politics of ecology are investigated, both on the personal level, in considering ecotactics, and on a broader scale, in considering pertinent legislation.

PATHOGENIC MICROORGANISMS (Cr. 4)**02:120:216**

Jenifer

Prerequisite: 02:120:209

This course intends to acquaint the student with those diseases caused by viruses and bacteria which are of social interest to man. The course will examine man in relationship to his serological and physiological defense. Attention will also be given to the micro-architecture, biochemical make up, epidemiology and control of many human pathogens. Each student will be expected to make himself especially knowledgeable about one particular disease of man and to demonstrate that knowledge by means of an oral or written report.

Students will also participate in scheduled laboratory sessions where they will learn to identify many human pathogens based on the morphological, physiological, and cultural growth characteristics.

HEREDITY, EVOLUTION, AND SOCIETY**02:120:219**

Miller

Prerequisite: 02:120:103, 112 or equivalent.

This course is intended as an introduction to classical and modern interpretation of the mechanisms of heredity and evolution. The initial emphasis will include Pre- and Post-Darwinian views with special interest given to the evolution of races and societies as well as the nature of genetic systems, both cultural and organic. Further discussion will deal with man's antecedents, racial origins, sex determination, polygenic inheritance, natural selection, immunogenetics, and artificial mutagenesis. The final part is devoted to social, ethical and political issues in genetics, methods of potential manipulation of human genetic resources, and a description of how genetics and politics have become intertwined in a contemporary society.

INDEPENDENT STUDY A (Cr. 4, 4)**02:120:223, 224**

Staff

MEDICAL AND VETERINARY PARASITES (Cr. 4)**02:120:226**

Petriello

Prerequisites: 02:120:103, 104 and general chemistry.

This course emphasizes the medical aspects of parasitology such as pathology, symptomatology, diagnosis and treatment. It is intended for those students pursuing a career in medicine, public health, medical technology or the paramedical field. The clinical aspect of parasitology will be stressed.

HUMAN PARASITOLOGY (Cr. 2)**02:120:230**

Petriello

Prerequisite: One year of biology with laboratory and general chemistry.

This course emphasizes the medical aspects of parasitology such as pathology, symptomatology, diagnosis and treatment. It is intended for those students pursuing a career in medicine, public health, medical technology or the paramedical field. The clinical aspect of parasitology will be stressed.

CHEMISTRY OF LIVING ORGANISMS (Cr. 4)**02:120:304**

Hardy

ORGANISMIC PHYSIOLOGY (Cr. 4)**02:120:305**

Miller

Prerequisite: Biology 103, 112 or its equivalent.

The purpose of this course is to give the beginning student in physiology a working knowledge of elementary laboratory procedures and to furnish the opportunity for students with more experience to apply techniques in more advanced study. In addition, the student will also familiarize himself with a technical vocabulary essential to work in physiological and health-related studies.

Discussions of movement, nervous system, receptors, respiration, nutrition, digestion and absorption, blood circulation, and endocrines and reproduction will show how structure and function relate to the total organism.

HUMAN BIOLOGY (Cr. 4, 4)**02:120:341-342**

Walensky

Prerequisite: Fundamentals of Biology and one additional laboratory course in biology.

A general review of the biology of man and primates, with special reference to human evolution, development, growth and variation.

ENVIRONMENTAL BIOLOGY**02:120:354, 355**

Pearce

Prerequisite: Biology 103 or equivalent and permission of instructor.

The principles of ecology presented in a study of habitats, food chains, population development, the interrelationships of organisms and the impact of man on the environment.

INDEPENDENT STUDY B (Cr. by arrangement)**02:120:395**

Staff

HUMAN PHYSIOLOGY (Cr. 4)**02:120:303**

Staff

Prerequisite: Biology 103, 104 or its equivalent or permission of instructor.

This course is established as an introductory course in human physiology of special interest to students in the health professions as well as other undergraduate students, regardless of their scientific background.

The course will progress from the cell to the total body in the following manner: The first half is devoted to an analysis of basic cellular physiology and the essential physics and chemistry required for its understanding. The second half will analyze the concept of the body's internal environment, the nature of biological control systems, and the properties of the major specialized cell types—nerve, muscle and gland—which comprise the systems. And the final portion will coordinate the total body functions in terms of the basic concepts developed in the first and second half.

HISTOLOGY (Cr. 4)**02:120:311**

Staff

Prerequisite: 120:103, 104 and one other laboratory course.

This course will familiarize the student with the structure of vertebrate tissues and correlate structure with origin and function. Laboratory work in the preparation and handling of histological materials is included.

ANIMAL BEHAVIOR (Cr.4)**02:120:421**

Barfield

Prerequisites: 120:103, 104 and a course in physiology or consent of the instructor. Vertebrate or invertebrate biology and ecology are recommended.

Principles of behavior of vertebrate and invertebrate animals. Social behavior, behavior development and homeostatic behavior are discussed with particular emphasis on physiological foundations.

LABORATORY IN ANIMAL BEHAVIOR (Cr. 1)**02:120:423**

Barfield

Prerequisite: Registration in Biology 421 (concurrent or past), or consent of instructor.

Laboratory experience designed to complement the topics discussed in Animal Behavior. Emphasis is placed on experimental approaches to the study of behavior and physiological bases of behavior.

COMPARATIVE and FOREIGN LITERATURE, FOREIGN LANGUAGES and LINGUISTICS

The department has been organized to provide for students in two large, related but not identical areas: for those students whose primary interest is in literature, and for other students who want to concentrate upon one or more languages. Students may select one of three majors:

- 1) A major in Comparative Literature. Only candidates for honors, those who have demonstrated their capacity for work well above average in quality will be accepted in this program. Freshmen who think that they may want to pursue Comparative Literature should acquire fluency in at least one Western European foreign language; they are urged, but not required, to study a second language. Apart from languages, the major consists in the required course, "Introduction to Comparative Study," eight literary courses offered by the department to be selected in consultation with the student's departmental adviser, two of which courses should be taken in a foreign language. The potential honors candidate should announce himself at the end of his sophomore year, but in no case later than the middle of his junior year. In his senior year, the candidate will write a reasonably ambitious honors essay, the preparation of which may take the place of eight credit hours of course work. Honors *cum laude*, *magna cum laude*, or *summa cum laude* will be awarded on the results of the student's course work, his honors essay, and his performance in an oral examination of approximately half an hour, the subject of which will be agreed upon in advance between the candidate and his committee.
- 2) A major in Foreign Literature. In consultation with his departmental adviser, the student will select sufficient work in one foreign language to give him fluency and authority. He will then take a minimum of eight courses offered in the department, the sequence of which should constitute a judicious mixture of historical and interpretive material. Subject to his previous preparation, his background and interests, the student will also be urged to take courses in the related fields of Political History, Philosophy, English, Linguistics, and the arts other than literature. At the end of his junior year, the student may apply for honors in accordance with a plan modelled upon that described for Comparative Literature.
- 3) A major in Foreign Languages. The student majoring in foreign languages will combine a minimum of two languages offered in the department. These languages do not necessarily have to be related genetically or geographically. The student may elect to do equal course work in both languages or do minimum work in one while taking extensive work in the other. The students must take the introductory and intermediate levels in both languages or demonstrate by examination that level of proficiency. Should he wish to emphasize one language, the student should then plan to elect a minimum of four literary courses related to that language. The student should plan to take at least two courses beyond the intermediate level in his "minor" language. Should the student wish to do equal course work in both languages, a minimum of three courses in each language beyond the intermediate level will be required. The student may also elect to do extensive work in both languages. He will also be encouraged to elect courses in related areas. At the end of his junior year, the student may apply for the honors program.

Students majoring in the department may, in their senior year, participate in an honors program. An honors candidate should announce his desire to participate in the program by the middle of his junior year and must declare his intent no later than the end of his junior year. The candidate must be recommended by at least one professor in the department. Upon being accepted into the program the student will register for the senior seminar or senior honors course, in his particular language or languages. The student will receive eight credits for a two-semester seminar. The granting of these credits will be contingent in the first semester upon the candidate showing a significant progress toward the completion of his honors project. In the second sem-

ester, the credits will be granted only if the student successfully completes his honors work. The honors project which a student may pursue will consist of an ambitious essay dealing with literature, teaching methods in foreign languages, linguistic research or other areas of concern, as designated by the student and acceptable to the department. An appropriate major advisor will be assigned to the student and will also serve as chairman of the examining committee. The committee will examine the student in defense of his essay, and in related areas predetermined by the candidate and the committee.

The thesis essay, or research project will be due four weeks prior to the end of classes in the spring semester. The examination will be conducted at least one week prior to the regular final examination period. Should the candidate wish to drop the honors program or should his performance necessitate such a move, he may still continue as a major in the department.

Faculty

John Owen McCormick, Professor of Comparative Literature and Chairman. A.B., University of Minnesota; M.A., Ph.D., Harvard University. Literary Theory, European Novel, and Romanticism. Most recent book, *The Middle Distance: A Comparative History of European and American Imaginative Literature, 1919-1932*.

Ernest Freeman Dunn, Assistant Professor of African Languages and Director of Language Program. B.A., Wesleyan University; B.D., Hartford Seminary; M.A., Ph.D., Michigan State University. African Linguistics, Languages and Literatures and Descriptive Linguistics. Author of *An Introduction to Bini*.

Christina Abdella, Assistant Professor of French. B.A., M.A., University of Illinois; Ph.D., Rice University. French Language and Literature, Comparative Literature; Linguistics.

Elton M. Anglada, Assistant Professor of Spanish. Licenciatura, Universidad de Santo Domingo; M.A., University of Connecticut; Ph.D., University of Illinois. Spanish Language and Literature. Author of *Microwave Spanish*.

Jane Aptekar, Assistant Professor of Comparative Literature. B.A., M.A., Oxford University; Ph.D., Columbia University. Renaissance Literature. Author of *Icons of Justice: Iconography and Thematic Imagery in Book V of the Faerie Queene*.

Jan Carew, Visiting Lecturer. African and Caribbean Literature. Author of *Green Winter; Cry Black Power; Black Midas*. Plays: *University of Hunger; The Riverman; Black Horse, Pale Rider*.

Víctor Fernández-Fragoso, Assistant Professor of Spanish. B.S., University of Puerto Rico, Río Piedras; M.A., A.B.D., University of Connecticut. Spanish Language and Literature. Co-editor of *La Nueva Sangre*.

Ralph Freedman, Visiting Professor of Comparative Literature. A.B., University of Washington; M.A., Brown University; Ph.D., Yale University. Modern Literature and Literary Criticism. Author of *The Lyrical Novel: Studies in Hermann Hesse, André Gide and Virginia Woolf*.

Nicolaes Rzewsky, Assistant Professor of Russian. B.A., Rutgers University; M.A., A.B.D., Princeton University. Russian Language and Literature.

Danielle Salti, Instructor in Spanish. Licenciatura, Universidad de Buenos Aires; M.A., St. Louis University. Spanish Literature and Language, Linguistics, Sociology. Translator and Associate Editor of *Studies in Comparative International Development*.

Ibrahim Noor Shariff, Instructor in Swahili and Art. Diploma of Fine Arts, Mekerere University of East Africa. Art, Swahili Poetry. Various articles on art published in East Africa; art exhibits in galleries in East Africa and Europe. To be published: *Utenzi Wa Qiyama* (338 verses on the Day of Judgment); "Kizere", in verse.

Serge Sobolevitch, Associate Professor of Comparative Literature. A.B., Queens College; M.A., Ph.D., Princeton University. Neo-Classicism, Symbolism, Theatre.

Nathaniel Tarn, Professor of Comparative Literature. B.A., Kings College, Cambridge; Cert. C.S.R.E., Paris; M.A., Ph.D., University of Chicago. Comparative Literature, Anthropology, Linguistics. Author of *Where Babylon Ends; The Beautiful Contradictions; Selection: Poems of Pablo Neruda; October*.

Hsing-Hua Tseng, Lecturer in Chinese. A.B., National Taiwan University; M.A.T., Indiana University. Chinese Language, Linguistics.

Ching-I Tu, Assistant Professor of Chinese. B.A., National Taiwan University; Ph.D., University of Washington. Chinese Phonology, Chinese Literary Criticism, History of Chinese Philosophy. Author of *Poetic Remarks in the Human World; Chung-Kuo Wen-Hsueh Hsuan*, a Chinese text for Cyril Birch's *Anthology of Chinese Literature*.

Ibrahim Wada, Instructor in Hausa. B.A., Michigan State University.

James J. Wilhelm, Associate Professor of Comparative Literature. A.B., Yale University; M.A., Columbia University; Ph.D., Yale University. Medieval Literature. Most recent book: *Seven Troubadours: The Creators of Modern Verse*.

Courses in Comparative Literature

LITERATURE, LANGUAGE AND CULTURE (Cr. 4, 4) 02:195:153, 154

Aptekar

Novels and poetry from several nations, including Argentina, China, France, Nigeria, the Soviet Union and the United States. Attention will be paid to problems of cultural context and translation as well as to problems common to the study of all literature.

TOPICS IN MODERN PROSE FICTION AND DRAMATIC LITERATURE (Cr. 4, 4)

Staff 02:195:200, 201

Each term a different topic, such as the alienated man as protagonist, will be selected for examination.

INTRODUCTION TO COMPARATIVE STUDY (Cr. 4, 4) 02:195:205-206

McCormick

The course will define by pertinent example the various components of the discipline of comparative study, including the concepts of theme and genre, the relationships between literature and philosophical ideas, literary and political history, and the allied arts. The validity of various critical approaches, such as the sociological or the psychological will be debated, together with national as against the comparative methods of dealing with traditional and contemporary aesthetic problems. Required of all students majoring in Comparative Literature.

EUROPEAN DRAMA: IBSEN TO BRECHT (Cr. 4, 4) 02:195:213, 214

Staff

A comparative and critical survey.

MODERN EUROPEAN AND ENGLISH POETRY (Cr. 4, 4) 02:195:215, 216

Staff

A comparative survey in breadth and depth of poetry from approximately 1910 to the present.

STUDIES IN LITERARY GENRES (Cr. 4, 4) 02:195:301, 302

Staff

Formal and aesthetic problems of major literary genres in their historical development. Concept of the epic, lyric, and dramatic. One genre will be selected for intensive study from selected texts.

- LITERATURE AND PHILOSOPHY** (Cr. 4, 4) **02:195:305, 306**
 Rzewsky
 The function of ideas in literature and the cultural context out of which a writer develops his thought and his art. Issues of methodology drawn from literary criticism and aesthetics will be reviewed and appraised in the light of pertinent works of literature. Authors to be considered are the English Metaphysical poets, Goethe, Voltaire, Dostoevsky, Tolstoy, Camus, Gide, Sartre and Mann.
- THE NEO-CLASSICAL AGE** (Cr. 4, 4) **02:195:307, 308**
 Sobolevitch
 The Neo-classical period from the late 16th to the early 18th century, with particular attention to tragedy. Covers works in Spanish, Italian, English and French, with the emphasis on French. A reading knowledge of French or Italian is highly recommended.
- MEDIEVAL NARRATIVE** (Cr. 4) **02:195:309**
 Wilhelm
 Epic literature of the Middle Ages, from Beowulf to Dante and Chaucer, with background in the writings of St. Augustine and other Church Fathers.
- MEDIEVAL LYRIC** (Cr. 4) **02:195:310**
 Wilhelm
 Emphasis upon troubadours, Minnesinger, the Italian school around Dante, Petrarch, and Villon, with consideration of Christian hymns, Carmina Burana, and the folk-ballad tradition.
- EUROPEAN NOVEL** (Cr. 4, 4) **02:195:311, 312**
 Anglada
 A critical and historical study of important Continental and English novelists from Cervantes to Malraux. A reading knowledge of at least one European language is desirable, although texts may be read in translation.
- JUNIOR SEMINAR IN COMPARATIVE LITERATURE** (Cr. 4, 4) **02:195:321, 322**
 Staff
 Principles of comparative study with illustrations in selected texts.
- LITERATURE AND THE VISUAL ARTS** (Cr. 4) **02:195:323**
 Aptekar
 Analysis of form and style in selected works; examination of different kinds of interaction between different arts; study of changing relationships between art and society in the Western tradition.
- RENAISSANCE PROSE MASTERPIECES** (Cr. 4) **02:195:326**
 Aptekar
 Studies in works of the great humanists, novelists and innovative thinkers of the Renaissance, including Machiavelli, Rabelais, Montaigne, Cervantes. An examination of some of the discoveries and syntheses which have helped to shape modern thought and the modern novel.
- THE REALISTIC THEATER** (Cr. 4, 4) **02:195:327, 328**
 Sobolevitch
 A history of the realistic presentation of theatrical spectacles in Europe from the middle of the 18th to the start of the 20th century. The emphasis will be as much on the staging as on playwrighting. The main figures studied will be Voltaire, Goethe, Tolstoy, Becque, the Duke of Meiningen, Dumas, Gorky, Antoine, Ibsen, Stanislawski, Chekov, Shaw and Shakespeare.

THE RUSSIAN NOVEL (Cr. 4, 4)**02:195:401, 402**

Rzewsky

The novels of Gogol, Dostoevsky, Turgenev, Tolstoy, Pasternak and others, to be read in translation and studied in the perspective of their culture. Emphasis will be placed on the novel as a literary genre and on ideological forces such as radicalism and totalitarianism which helped shape the Russian aesthetic points of view.

SOURCES OF MODERN LITERATURE (Cr. 4, 4)**02:195:409, 410**

Staff

A study of selected works which have been important sources of the modern conception of literature. Ancient and modern works of poetry, drama and fiction are included, as well as philosophy and criticism.

SENIOR SEMINAR IN COMPARATIVE LITERATURE (Cr. 4, 4)**02:195:421, 422**

Staff

The practice of comparative study. Topics include the relationship between literature and intellectual history; problems in translation; literature and the other arts; psychological and sociological interpretations of literature.

APPROACHES TO STRUCTURALIST METHODS (Cr. 4, 4)**02:195:487-488**

Tarn

An analysis of certain basic concepts in the structuralist approach to four disciplines: theory of communication, structural linguistics, structural anthropology, and literary criticism with particular emphasis on the latter. Open to seniors and graduate students.

INDEPENDENT STUDY A (Cr. variable)**02:195:223, 224****INDEPENDENT STUDY B (Cr. variable)****02:195:495, 496**

Staff

Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he will supervise the project, and that the student satisfy the department that he is capable of the project. Only exceptionally will freshmen or sophomores be permitted to pursue independent study.

Courses in Foreign Languages and Linguistics

Three Western and three non-Western languages are offered by the department. The three Western languages are French, Russian and Spanish. The three non-Western languages are Chinese, Hausa and Swahili. Literature courses, both in translation and in the original language, have been developed. As the faculty expands, more courses will be offered in these areas.

African Languages and Literature

ELEMENTARY HAUSA (Cr. 4, 4)**02:013:101-102**

Dunn, Wada

This elementary course will focus primarily upon the development of oral proficiency. Techniques such as conversation memorization, substitution and expansion drills will be utilized. A minimum of exposure will be given to literary material.

ELEMENTARY SWAHILI (Cr. 4, 4)**02:013:105-106**

Shariff

This elementary course will focus primarily upon the development of oral proficiency. Techniques such as conversation memorization, substitution and expansion drills will be utilized. A minimum of exposure will be given to literary material.

AN INTRODUCTION TO AFRICAN FOLKLORE IN TRANSLATION (Cr. 4)	02:013:111
Dunn	
A study of folklore in continental Africa and its development into certain folklore of the Western world.	
INTERMEDIATE HAUSA (Cr. 4, 4)	02:013:131, 132
Dunn, Wada	
This course will continue to focus upon oral proficiency development. In addition, elementary literary material will be incorporated. Attention will also be given to detailed explanations of the underlying linguistic structures of the language.	
INTERMEDIATE SWAHILI (Cr. 4, 4)	02:013:131, 132
Shariff	
This course will continue to focus upon oral proficiency development. In addition, elementary literary material will be incorporated. Attention will also be given to detailed explanations of the underlying linguistic structures of the language.	
THIRD WORLD LITERATURE AND POLITICAL PHILOSOPHY (Cr. 4, 4)	02:013:210, 211
Carew	
An introduction to contemporary Third World literature, concentrating on novels, poetry, plays which emerged in the post World War Two political, social, and artistic ferment in Africa, Asia, Latin America and Black America.	
AFRICAN LINGUISTICS (Cr. 4)	02:013:301
Dunn	
Study of the genetic relationships of African languages. The course will also be concerned with some of the phonological, morphological and syntactic features of these languages.	
INTRODUCTION TO AFRICAN LITERATURE IN TRANSLATION (Cr. 4)	02:013:305
Dunn	
A survey of contemporary creative writing by Black Africans. Consideration will be given to both the literary and non-literary characteristics, as well as to some of the problems connected with the serious study and criticism of African literature.	
INDEPENDENT STUDY A (Cr. variable)	02:013:223, 224
INDEPENDENT STUDY B (Cr. variable)	02:013:495, 496
Staff	
Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he will supervise the project, and that the student satisfy the department that he is capable of the project. Only exceptionally will freshmen or sophomores be permitted to pursue independent study.	

Chinese Language and Literature

ELEMENTARY CHINESE (Cr. 4, 4)	02:165:101-102
Tseng	
Introduction to sounds and structure of modern Chinese (Mandarin). Practice in speaking; reading of selected graded texts.	
INTERMEDIATE CHINESE (Cr. 4, 4)	02:165:131, 132
Tseng	
Learning of Chinese characters and reading of selected texts.	

INTRODUCTION TO CLASSICAL CHINESE (Cr. 4, 4)	02:165:205, 206
Tu	
Prerequisite: Chinese 131, 132 or equivalent.	
Grammatical analysis of wen-yen or literary Chinese and reading of simple texts in classical Chinese.	
ADVANCED MODERN CHINESE (Cr. 4, 4)	02:165:215, 216
Tseng	
Prerequisite: Chinese 131, 132 or equivalent.	
Selected readings in a variety of styles; written and oral exercises.	
CHINESE LITERATURE IN TRANSLATION (Cr. 4, 4)	02:165:241, 242
Tu	
An introduction to various genres of Chinese literature through a study of some representative works in English translation.	
CLASSICAL CHINESE LITERATURE (Cr. 4, 4)	02:165:305, 306
Tu	
Prerequisite: Chinese 206 or equivalent.	
Major Chinese literary works from the eighth century B.C. to nineteenth century A.D.	
MAJOR TRADITIONS OF CHINESE THOUGHT (Cr. 4, 4)	02:165:341, 342
Tu	
Prerequisite: Not open to freshmen.	
Rise and development of pristine Confucianism, Mohism, Taoism, Legalism, the School of Names, Sinicized Buddhism, and Neo-Confucianism; their influences on Chinese civilization; their reevaluation in the light of new tendencies of thought after contact with the West.	
CONTEMPORARY CHINESE LITERATURE (Cr. 4, 4)	02:165:451, 452
Tu	
Prerequisite: Chinese 216 or equivalent.	
Representative literary works since 1949. Special attention to the new terminology and abbreviated characters used by Communist Chinese.	
INDEPENDENT STUDY A (Cr. variable)	02:165:223, 224
INDEPENDENT STUDY B (Cr. variable)	02:165:495, 496
Staff	
Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he will supervise the project, and that the student satisfy the department that he is capable of the project. Only exceptionally will freshmen or sophomores be permitted to pursue independent study.	

French Language and Literature

ELEMENTARY FRENCH (Cr. 4, 4)	02:420:101, 102
Staff	
This elementary course will focus primarily upon the development of oral proficiency. Techniques such as conversation memorization, substitution and expansion drills will be utilized. A minimum of exposure will be given to literary material.	

INTERMEDIATE FRENCH (Cr. 4, 4)	02:420:131, 132
Staff	
This course will continue to focus upon oral proficiency development. In addition, elementary literary material will be incorporated. Attention will also be given to detailed explanations of the underlying linguistic structures of the language.	
THE AVANT-GARDE THEATER (Cr. 4)	02:420:220
Abdella	
Reading, analysis and interpretation of significant plays by Beckett, Adamov, Genet, and others.	
FRENCH CONVERSATION AND CIVILIZATION (Cr. 4, 4)	02:420:274, 275
Staff	
Reinforcement of the language competence through conversation, discussion, and creative writing. Study of the French society and manners, especially as reflected in literature and in the arts. Cultural analysis of the impact which modernization is bringing about in the traditional French value system	
INTRODUCTION TO FRENCH LITERATURE (Cr. 4, 4)	02:420:333, 334
Staff	
A survey of the evolution of French literature and ideas, focused upon the study and discussion of selected masterpieces. This course is required for majors and a prerequisite for advanced courses unless waived by the department.	
THE EVOLUTION OF THE FRENCH NOVEL (Cr. 4, 4)	02:420:335
Abdella	
The development of forms, expression, and ideas of the French novel, from its origins to the present. Reading and analysis of representative major works of prose fiction.	
THE FRENCH THEATER (Cr. 4)	02:420:337
Abdella	
The evolution of aims, forms, themes, stagecraft and concepts of dramatic arts in the French theater, from the Middle Ages to the twentieth century; illustrated by the study of representative plays.	
INDEPENDENT STUDY A (Cr. variable)	02:420:223, 224
INDEPENDENT STUDY B (Cr. variable)	02:420:493, 494
Staff	
Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he will supervise the project. Only exceptionally will freshmen or sophomores be permitted to pursue independent study.	

Linguistics

INTRODUCTION TO DESCRIPTIVE LINGUISTICS (Cr. 4)	02:615:406
Dunn	
An introduction to the techniques and analyses utilized by linguists to describe the nature of the language. Attention will also be given to the three American schools of linguistic description, namely Tagememics, Transformational-Generative, and Stratificational Grammar.	

Russian Language

ELEMENTARY RUSSIAN (Cr. 4, 4)

02:860:101-102

Rzewsky

An intensive beginner's course with emphasis on the spoken language. Grammatical analysis and written exercises will be combined with oral practice sessions. Extensive use of the laboratory.

INTERMEDIATE RUSSIAN (Cr. 4, 4)

02:860:131, 132

Rzewsky

Grammar review, analysis of literary and journalistic texts, and continuing oral practice in classes and laboratory. Particular emphasis will be placed on developing a sense of the native Russian idiom as used in everyday situations.

INDEPENDENT STUDY A (Cr. variable)

02:860:223, 224

INDEPENDENT STUDY B (Cr. variable)

02:860:493, 494

Staff

Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he will supervise the project, and that the student satisfy the department that he is capable of the project. Only exceptionally will freshmen and sophomores be permitted to pursue independent study.

Spanish Language and Literature

ELEMENTARY SPANISH (Cr. 4, 4)

02:940:101-102

Staff

This elementary course will focus primarily upon the development of oral proficiency. Techniques such as conversation memorization, substitution and expansion drills will be utilized. A minimum of exposure will be given to literary material.

INTERMEDIATE SPANISH (Cr. 4, 4)

02:940:131, 132

Salti

This course will continue to focus upon oral proficiency development. In addition, literary material will be incorporated. Attention will be given to problems of grammar, linguistic structure and style.

SPANISH FOR NATIVE SPEAKERS (Cr. 4, 4)

02:940:275

Fernández-Fragoso

Intended for students for whom Spanish is a native language. As a result of the course, the student will be expected to develop a style, gain reading proficiency, and develop competence in the use of oral Spanish.

THE WRITER AND REVOLUTION: THREE CUBAN WRITERS (Cr. 4)

02:940:306

Anglada

The course will concern itself with two problems: (1) the content and form of three writers, Cabrera Infante, Sarduy, and Lezama Lima; and (2) the problems of these Cuban writers after the Cuban Revolution; their relationship to it, the extent of their commitment to its ideals, their freedom or lack thereof to operate as artists.

PUERTO RICAN LITERATURE (Cr. 4, 4)

02:940:330, 331

Fernandez-Fragoso

A survey of Puerto Rican literature from its origins to the present time. Emphasis of 20th Century literature. Analysis of texts of outstanding authors in the field of poetry, drama, essay and short story.

TWENTIETH CENTURY SPANISH LITERATURE (Cr. 4) Fernández-Fragoso	02:940:340
Survey of contemporary Spanish literature from the generation of 1898 to the present. The study of works of the principal authors such as Unamuno, Ortega, Machado, Lorca, Alberti and Cela.	
INTRODUCTION TO LATIN-AMERICAN LITERATURE (Cr. 4) Salti	92:940:346
A historical survey of Latin-American literature, beginning with the major indian civilizations up to the present.	
CONVERSATION AND CULTURE (Cr. 4, 4) Staff	02:940:350, 351
A Spanish conversational course in which culture characteristics are used as the object for discussion.	
TWENTIETH CENTURY LATIN-AMERICAN NOVEL I (Cr. 4) Anglada	02:940:447
A study of representative novels in Latin America from Romanticism to "Indigenismo."	
TWENTIETH CENTURY LATIN-AMERICAN NOVEL II (Cr. 4) Anglada	02:940:448
A study of the representative contemporary novels in Latin America.	
INDEPENDENT STUDY A (Cr. variable)	02:940:223, 224
INDEPENDENT STUDY B (Cr. variable) Staff	02:940:493, 494
Registration for these courses will be permitted only on condition that the project is not already treated in a formal course, that the student obtain agreement from a faculty member that he will supervise the project, and that the student satisfy the department that he is capable of the project. Only exceptionally will freshmen and sophomores be permitted to pursue independent study.	

COMPUTER SCIENCE

The undergraduate program in computer science is oriented to (1) majors in computer science, (2) students majoring in other areas (mainly the sciences, mathematics, engineering and business) who are interested in a working knowledge of computer problem solving, and (3) students (mainly in the humanities) interested in a general introduction to computers, their range of application, and their impact on society.

A major in computer science is expected to acquire the knowledge and skills needed to hold professional positions in areas of design, implementation and operation of computer systems (hardware and software) and of applications software; to teach computer science topics at the high school and college levels; and to prepare for further graduate study in computer science. Courses that cover prerequisites for graduate study in computer science at Rutgers are available in the undergraduate program.

Because of the rapid growth in the field, a student majoring in computer science must acquire the capability to follow the research and professional literature, and to adapt to changes in methods, languages and systems. Furthermore, he must develop the ability to plan and work independently on substantial computer projects, and to communicate effectively with other people in the course of his work. As the impact of computers on society is becoming more significant from day to day, the student must prepare himself to participate intelligently in managerial and social decisions that involve computers. In view of these requirements, our undergraduate program in computer science emphasizes concepts, theories and general methods which underlie applications of computers and which can be used to guide the design of computer systems. The program also stresses independent study, doing active work on computers with specific languages, and participating in advanced seminars.

A student majoring in computer science is expected to take at least fourteen semester courses in the program; eleven of the fourteen are required courses, and the remaining three can be chosen in accordance with the student's specific interests and orientation. Four of the required courses (105, 106, 205, 206) provide the necessary mathematical concepts and methods for work in computer science; students with insufficient previous mathematical preparation are required to take the introductory two-semester course 101, 102 before taking any of these four courses. Three of the required courses (112, 211, 212) are concerned with the fundamentals of computer problem solving and with programming in high level languages (BASIC, FORTRAN, PL/I, SNOBOL, LISP). Four of the required courses (311, 312, 401, 402) provide the basic concepts and techniques in computer organization, machine level programming, and systems software. The remaining three courses — that complete the minimal program for the computer science major — may be chosen from offerings in advanced computer applications (321, 322, 419, 432), social implications (431), computer theory (421), and also from supervised independent study in topics not covered in the formal courses. Students will be strongly urged to devote at least one course to independent study or to a seminar. Our present program would enable a student to choose up to seven courses in computer science beyond those that are minimally needed for a major. Courses relevant to computer science are also available in the departments of Mathematics (RC, DC), Philosophy (LC), and Industrial Engineering (ENG).

A student majoring in computer science would be encouraged to develop an overall study plan (in consultation with his advisor) sometime during his freshman year. The plan would include the student's course requirements for major; courses in computer science beyond the requirements for major, as well as courses in other departments that are relevant to computer science, all chosen so as to enhance the student's professional-educational goals; and courses in other areas in accordance with the student's general interests.

Students majoring in the physical and biological sciences, as well as in mathematics and engineering, will gain a good grasp of computer concepts and a strong competence in

the use of computers in their respective fields by taking a sequence of two courses in numerical methods and in computer problem solving (211 followed by 322). Alternatively, students in these fields may gain a knowledge of computers, and programming which is less extensive, but sufficient for many of their needs, by taking the introductory course 112.

Students in the social and behavioral sciences, in business, and in the humanities, will receive a strong preparation in the use of computers in their work by taking a sequence of two courses in nonnumerical methods and computer problem solving (212 followed by 321 or 432). A less demanding alternative would be to take the introductory course 111. Students interested in a general acquaintance with computers and their uses will find the introductory course 111 sufficient for their needs.

Those interested in studying the broad impact of computers in various aspects of scientific economic and social life, should participate in the seminar course 431 after taking at least one computer science course (such as 111 or 112).

Even though the introductory mathematical courses (105, 106, 205, 206) are specifically designed for computer science majors, their emphasis on applied problems and on constructive processes, and their articulation with courses in computer problem solving, make them well suited for students majoring in certain areas of biology, psychology, anthropology, economics and urban planning.

Faculty

Saul Amarel, Professor and Chairman. B.S., Technion, Israel; M.S., D.Eng.Sc., Columbia. Artificial intelligence, computer linguistics, theory of algorithms.

Stanley Baxendale, Associate Professor. B.Sc., Leeds. Computer graphics, automatic indexing.

David R. Beaucage, Assistant Professor. Ph.D., Stony Brook. Non-numerical methods, computers in mathematical research.

William J. Carrol, Professor and Executive Director of Educational Computing Center. Ph.D., New York University. System selection, operations research.

John T. Cox, Assistant Professor. B.S., Purdue; M.E.E., New York University. Time sharing, switching theory, automata theory, programming.

Sarah Ann Droege, Assistant Professor. B.S., Michigan Technical University. Programming methods.

William B. Easton, Lecturer. Ph.D., Princeton. Operating systems, time sharing.

William J. H. Fabens, Assistant Professor. Ph.D., Wisconsin. Programming languages, interactive systems, instructional processes.

Gilbert Falk, Assistant Professor. Ph.D., Stanford. Artificial intelligence, visual information processing, data structures.

Fred G. Fender, Professor. Ph.D., Pennsylvania. Numerical analysis, computer solution of differential equations.

Kenneth R. Kaplan, Lecturer. Ph.D., Polytechnic Institute of Brooklyn. Simulation, machine organization, stochastic processes.

Donald R. King, Associate Professor and Associate Director of Research, Center for Computer and Information Services. A.B., M.S., Rutgers. Non-numerical data processing, information retrieval.

Casimir Kulikowski, Assistant Professor. Ph.D., Hawaii. Pattern recognition, decision processes.

Thomas H. Mott, Jr., Professor and Dean, Graduate School of Library Service. Ph.D., Yale. Switching theory, programming theory, information systems.

Richard J. Orgass, Associate Professor. Ph.D., Yale. Theory of programming languages, applications of logic to computer science.

Marvin C. Paull, Professor. B.S., Clarkson. Theory of programming languages, translators, switching theory.

John W. Philpot, Assistant Professor. Ph.D., Virginia Polytechnic. Statistical methods.

Irving N. Rabinowitz, Professor. Ph.D., Princeton. Programming languages, language processors, software design.

Chitoor V. Srinivasan, Associate Professor. D.Eng.Sci., Columbia. Description languages, data structures, computer organization.

David Connelly, Teaching Assistant. B.A., Rutgers.

Anthony J. Crosta, Teaching Assistant. B.S., Rutgers.

John N. D'Addamo, Teaching Assistant. B.A., Rutgers.

Sandra Johnson, Teaching Assistant. B.A., Harpur College.

Michael Kertes, Teaching Assistant. B.S. Brooklyn College.

Steven Just, Teaching Assistant. B.S., SUNY at Stony Brook.

Paul Murphy, Teaching Assistant. A.B., Rutgers.

A. Ozumba, Teaching Assistant. M.S., Rutgers.

Doron Steger, Teaching Assistant. B.A., Temple.

Nanette Yasskin, Teaching Assistant. B.A., Temple.

Joseph Vetter, Jr., Teaching Assistant. B.A., Vanderbilt.

Courses

INTRODUCTORY APPLIED MATHEMATICS (See College Courses) **02:090:119-120**

INTRODUCTORY COMPUTER ORIENTED MATHEMATICS (Cr. 4, 4) **02:198:105-106**

Staff

Strongly recommended sequence for majors in computer science. Majors are required to take this sequence or, alternatively, the calculus sequence and the course in linear algebra offered by the Mathematics Department (RC). Also recommended for students in other sciences and in urban planning who are interested in mathematical models and computer methods. Prerequisite: satisfactory high school mathematical preparation or 090:119, 120.

Selected topics in calculus and linear algebra that provide useful mathematical foundations for work in computer science; use of the computer as an aid for teaching mathematical ideas and methods. Sequence of topics is: numbers and functions; graphs and curves, derivatives; integration; differentiation of vectors; functions of several variables; vector spaces; linear equations and bases; linear mapping; linear maps and matrices; determinants; techniques of integration; Taylor's formula; complex numbers; series.

Films to be used in the course are (1) the MAA Calculus Films, and (2) Computer Generated Calculus by Schey & Schwartz, Harper and Row. Computer illustrations and experimentation are planned as part of the course. An attempt will be made to integrate some of the work in the second semester of this course with the computer work in INTRODUCTION TO COMPUTER SCIENCE (02:198:112).

INTRODUCTION TO COMPUTING (Cr. 4)**02:198:111**

Cox

Intended for students in the humanities, business, and in the social and behavioral sciences. It is not intended for majors in computer science. No special mathematical background is required.

Designed to acquaint the student with the potential of the computer. Analysis of problems for computer solution. Basic properties of programming languages. Structure of data bases. "Hands on" experience in the use of a specific programming language (BASIC) for solving problems in a variety of application areas on a computer.

INTRODUCTION TO COMPUTER SCIENCE (Cr. 4)**02:198:112**

Cox

Required for majors in computer science. Prerequisite: satisfactory high school mathematical preparation or 090:119, 120.

Overview of Computer science. History of computation. Number systems used in computers. Computer organization. Arithmetic and decision processes in computers. Levels of computer languages. Algorithms. Analysis of problems for computer solutions. Basic features of programming languages. The use of the BASIC language for solving a variety of problems on the computer and for illustrating properties of programming languages. Some of the problems will be mathematical in nature and they will originate from work in the second semester of the course 198:105-106 (INTRODUCTORY COMPUTER ORIENTED MATHEMATICS).

INTRODUCTION TO DISCRETE STRUCTURES (Cr. 4)**02:198:205**

Orgass

Required for majors in computer science. Also recommended for students in the biological, behavioral and social sciences as well as in urban planning, who have a theoretical orientation and are interested in computer methods. Prerequisite: advanced high school mathematical preparation or 198:105-106.

Fundamental algebraic and logical concepts that are needed for theoretical work in computer science, and applications of these concepts to problems in the field. Topics include set theory, propositional calculus, boolean algebra and algebraic structures including semigroups and groups. Relationships between these structures will be presented and applications in the study of computer networks and algorithms will be discussed.

**INTRODUCTION TO COMBINATORIAL ANALYSIS
AND PROBABILITY THEORY (Cr. 4)****02:198:206**

Srinivasan

Required for majors in computer science. Also recommended for students in other sciences and in urban planning who have a theoretical orientation and are interested in computer methods. Prerequisite: 198:205 or equivalent, and 198:105-106 or equivalent. Combinatorial problems that are relevant to computer theory and the design of experiments. Arrangements of a finite number of elements in sets will be studied in the context of significant problems in graph theory, boolean algebra, finite state machines, encoding of digital data, and probability theory. Both existence and enumeration problems will be considered. Topics in probability theory will be introduced and applied to problems of simulation.

NUMERICAL PROBLEMS AND COMPUTER PROGRAMMING (Cr. 4)**02:198:211**

Fender and Staff

Required for majors in computer science. Also recommended for students majoring in the physical and biological sciences, as well as in mathematics and engineering, who are seriously interested in computer problem solving. Prerequisite: 198:105-106 or equivalent. Study of high level computer languages and their use in the solution of numerical problems. The languages PL/I and FORTRAN IV will be used throughout the course. Knowledge of them and the skill in using them will strengthen in the process. Emphasis will be placed on the analysis and comparative evaluation of the languages. Principles of programming and methods for the accurate and efficient processing of numeric data on computers will be studied. Topics will include representations of numbers and their computer arithmetic; absolute and relative errors; processing random numbers; sort-merge algorithms; subroutines; solution methods for simultaneous equations; root finding methods; methods of numerical evaluation; error propagation; applications to problems in finite mathematics.

NON-NUMERICAL PROBLEMS AND COMPUTER PROGRAMMING (Cr. 4)**02:198:212**

Paul and Staff

Required for majors in computer science. Also recommended for students majoring in the social and behavioral sciences, as well as in the humanities and in business, who are seriously interested in computer problem solving. Prerequisite: satisfactory high school mathematical preparation or 090:119, 120.

Study of high level computer languages and their use in the solution of various non-numerical problems. The languages PL/I and SNOBOL (and possibly other symbol manipulating languages) will be introduced and used in the course. Basic properties of the languages will be studied and evaluated via the experience of programming specific problems. Emphasis will be placed on principles of problem solving and programming. Topics will include symbolic representations, strings and lists; editing, text manipulation, concordances, style analysis; file handling; methods of data storage and retrieval; formulation of models and simulation; formula manipulation.

INDEPENDENT STUDY A (Cr. 4, 4)**02:198:223-224**

Staff

Intended for computer science majors who are interested in going deeply into a subject in computer science which is not covered comprehensively in a formal course. Topic and requirements to be determined individually with the supervising instructor.

Assigned readings, computer work, and discussions in the chosen topic of study. Students will be required to give at least a lecture covering their study.

COMPUTERS AND PROGRAMMING (Cr. 4, 4)**02:198:311-312**

Staff

Required for majors in computer science. Also recommended for students majoring in mathematics and engineering who are strongly interested in programming and in computer structures. This is a strengthened version of the THEORY OF COMPUTER PROGRAMMING (198:301-302) which is being discontinued. Prerequisite: a course in computer problem solving (preferably 198:211, but 198:212 or 198:112 would also be satisfactory) and one year of college mathematics.

Structure of computers, logical design, and machine architecture. Programming in machine language and assembly language. Data structures. Programming and storage techniques. Introduction to systems software. Laboratory work in software design and programming.

DATA PROCESSING METHODS (Cr. 4)**02:198:321**

Baxendale

Recommended for majors in computer science, as well as for students in social sciences, humanities and business who are interested in applications of computers in data processing and in information systems. Prerequisite: 198:212.

Description of a data base and its structure. Concepts of functions, arrays, records, files, trees, lists and list structures. Updating and addition to records. Modes of referencing and accessing records. Hierarchies of storage. Sorting, searching and retrieval of files; the role of programs in the data base, their relocation and allocation of storage.

Business record keeping; case study in inventory control. Management information systems. Inquiring and interactive systems. Automatic indexing and information retrieval. System stimulation and control. Properties of languages in description of simulation models. Design and testing of models; queuing flow in networks, storage and priority systems, feedback systems.

NUMERICAL METHODS (Cr. 4)**02:198:322**

Baxendale

Recommended for majors in computer science, as well as students in the physical and biological sciences, mathematics and engineering who are interested in applications of computers to numerical problems. Prerequisite: 198:211.

Iterative methods of solving equations. Error analysis. Multiple precision arithmetic. Interpolation. Systems of linear equations. Matrix inversion and other calculations. Eigenvalues and eigenvectors. Functional approximation. Least squares. Statistical programming. Data description and tabulation. Regression analysis. Stepwise multiple regression. Polynomial regression. Time series analysis. Harmonic analysis. Computer graphic output. Numeris differentiation. Numeric quadrature. Numeric solution of ordinary differential equations. Initial value problems. Predictor corrector methods. Boundary value problems. Introduction to solution of partial differential.

Methods of Milne, Adams, Moulton, Ruge-Kutta, and others for solving of differential equations. Boundary value problems. Investigation of the relative effectiveness of different methods.

LANGUAGE SOFTWARE (Cr. 4)**02:198:401**

Staff

Required for majors in computer science. Prerequisite: 198:311-312 or 198:301-302, and 198:205-206 or equivalent.

Introduction to formal properties of programming languages. Schemes of compiling. Structure of compilers and assemblers. Macroprocessors.

OPERATING SYSTEMS SOFTWARE (Cr. 4)**02:198:402**

Staff

Required for majors in computer science. Prerequisite: 198:311-312 or 198:301-302, and 198:205-206 or equivalent.

Executives and monitors. Multiprocessing and multiprogramming. Storage management. Communications. Organization of input/output, buffering, and interrupt processing. Studies of system configurations.

TOPICS IN COMPUTER THEORY (Cr. 3)**02:198:421**

Staff

Recommended for majors in computer science, especially for those intending to go into graduate work. Prerequisite: 198:311-312 or 198:301-302, and 198:205-206 or equivalent; a desirable preparation would be a course in logic such as the course 730:332 (Intermediate Logic) offered in the Philosophy Department.

Introduction to topics in switching and automatic theory, the theory of computation and the theory of formal languages.

SEMINAR IN COMPUTERS AND SOCIETY (Cr. 3)**02:198:431**

Staff

This senior-level seminar is recommended for majors in computer science and other students who are interested in the spread of the computer culture and in its social impact. Prerequisite: at least one computer science course. Review of computer applications in the scientific, economic, and social domains. Effects on individuals and organizations; effects on values, education, employment and management. Lecturers, study of reports and papers in selected topics, work on projects and class discussion.

SEMINAR IN NON-NUMERICAL COMPUTER APPLICATIONS (Cr. 3)**02:198:432**

Staff

This senior-level seminar is recommended for juniors in computer science, as well as for students in social sciences and humanities, who are interested in advanced applications of computers in non-numerical problems. Prerequisites: a course on computer problem solving, preferably 02:198:212. Text processing problems. Computer applications in literature, linguistics, history and the arts. Formula manipulation, proof finding and heuristic problem solving. Question answering and dialogue systems. Lectures, study of research reports, work on projects and class discussion.

INDEPENDENT STUDY B (Cr. 4, 4)**02:198:495-496**

Staff

Intended mainly for majors in computer science who are interested in gaining substantial experience in software design and implementation. Subject and requirements to be determined individually with the supervising instructor. Design studies and work on computer projects of a realistic nature in areas of systems software and in new computer applications.

ECONOMICS

The curriculum offered by the Economics Department is intended to meet several needs. First, a number of courses have been developed to deal with the more important economic issues of our times. Topics falling into this category (the 100 level) are open to all students regardless of their major field of interest. Typically, there are no prerequisites for these courses.

For students who wish to major in economics the department will offer an appropriate program which will qualify students for graduate work and for occupations in fields which traditionally have preferred economics backgrounds.

Faculty

Shanti S. Tangri, Professor and Chairman. B.Sc., M.A., Punjab (India); Ph.D., Berkeley. Development planning, urbanization, micro and macro theory. Editor of **Capital Accumulation and Economic Development; Command Versus Demand: Systems for Economic Growth; and Economic Development and Population Growth: A Conflict?**

Joyce M. Nussbaum, Assistant Professor. B.A., Goucher; M.A., Ph.D., Northwestern. Urban and labor economics, economic development, economics of discrimination. Author of "The Cost to Nonwhite Males of Labor Market Discrimination."

Rosalind S. Seneca, Assistant Professor. B.A., Cambridge. Planning, regulation in mixed economies, economics of public goods.

Additional faculty are being recruited and will be listed in subsequent editions of the catalog.

Courses

INTRODUCTION TO THE HISTORY OF ECONOMIC IDEAS (Cr. 4) **02:220:109, 110**
Staff

This course will introduce the student to the evolution of economic science through the writings of the outstanding economists of the last two centuries and examine the interaction of their ideas with the changing institutions, events and problems of their times.

CONTEMPORARY ECONOMIC ISSUES (Cr. 4) **02:220:105**
Nussbaum

In this course we analyze several problems of the contemporary American society. The fundamentals of national income analysis will be introduced in the early part of the course and used as a framework for discussion of issues such as inflation and employment, the goals of economic policy, the role and effectiveness of monetary and fiscal policy, and tax reform. This course is required for Economics majors.

MONOPOLY, COMPETITION AND PUBLIC POLICY (Cr. 4) **02:220:107**
Seneca

The subject of this course is the organization of American industry, its market behavior and economic performance. We will examine the economic consequences of corporate size and industry concentration and review policies for curbing the undesirable effects of monopoly power. This course is required for Economics majors.

COMPARATIVE ECONOMIC SYSTEMS **02:220:124**
Staff

An examination of the similarities and differences of various types of economies ranging from market (capitalist) systems to planned (socialist and communist) systems. Analysis will focus on such issues as the process of resource allocation, economic decision making (at both the micro and macro level), income distribution, growth rates, and the possibility of convergence.

PUBLIC FINANCE (Cr. 4)**02:220:203**

Staff

Prerequisite: Econ. 105

In a modern economy, government spending and taxation exert a great deal of influence on the level of economic activity and individual welfare. In this course we analyze the various economic tools of policy available to government and provide a framework for evaluating their impact on income distribution and the productive efficiency of the economy. New tax proposals, such as the negative income tax, will be discussed and their usefulness assessed.

THE ECONOMY OF PUERTO RICO (Cr. 4)**02:220:210**

Staff

Prerequisite: one course in economics.

The course will examine the structure and performance of the Puerto Rican economy especially since 1940. Particular emphasis will be given to the role of government in promoting economic development in the various sectors of the economy, such as agriculture, manufacturing, tourism, mining and construction along with specific issues such as unemployment, savings, capital formation, taxation. The course will also examine the economic implications of Puerto Rico's current political status and of the proposed alternative political statuses.

STATE AND LOCAL PUBLIC FINANCE (Cr. 4)**02:220:232**

Staff

Prerequisite: Econ. 105

The course deals with the fiscal problems of sub-national governmental units. We shall examine the expenditure side emphasizing the nature and quantitative aspects of the demand for public services. On the revenue side, we will look at the changing composition of local tax sources and the interdependence among these governmental units.

MONEY AND BANKING (Cr. 4)**02:220:240**

Staff

Prerequisite: Econ. 105 or 107

The economic significance of money and the nature of American banking institutions are the main topics of this course. We will study, in particular, the role of commercial banks in a modern economic system and the role of the Federal Reserve System in influencing economic activity, interest rates and price levels.

LABOR ECONOMICS (Cr. 4)**02:220:250**

Nussbaum

Prerequisite: Econ. 107 or consent of instructor.

The economic aspects of human labor are examined in this course. In particular, we will investigate the economic and legislative factors which determine wage differentials, hours of work and working conditions. Social programs dealing with unemployment, poverty and industrial disability risks will also be examined.

PROBLEMS OF DEVELOPMENT IN EMERGING NATIONS (Cr. 4)**02:220:255**

Staff

Prerequisite: Econ. 105 or 107 or consent of instructor.

Analysis of the nature and problems of underdeveloped economies and various means of stimulating economic development. Specific issues to be discussed are population growth, shortages of capital and human resources, the question of whether to emphasize agriculture or industry, and different means of financing development programs.

ECONOMICS OF POPULATION (Cr. 4) Tangri Prerequisites: 105 or 107 or the permission of the instructor. The course discusses the economic consequences of population growth in developed and less developed economies, the impact of economic growth and development of the growth and composition of population, the costs and benefits of slowing down population, the implications of slower, or zero, population growth for economic and social planning and the menu of relevant public policies on population in the contemporary world.	02:220:270
STATISTICS FOR ECONOMISTS (Cr. 4) The nature and sources of statistical data; tabular and graphic presentation; common errors in inferences drawn from numerical data; frequency distribution, normal curve; statistical inference and the testing of hypotheses; time series analysis; index numbers; regression; correlation; chi-square. This course is required for a major in Economics.	02:220:310
MICROECONOMICS (Cr. 4) Seneca Prerequisite: Econ. 107 The study of the behavior of business firms in competitive and non-competitive markets. Modern consumer demand and production theories will be studied with regard to their role in determining market prices and levels of production. The course is required for students majoring in Economics. This course is required for Economics majors.	02:220:323
MACROECONOMICS (Cr. 4) Nussbaum Prerequisite: Econ. 105 Modern and classical theories of income determination and economic growth; emphasis on problems of unemployment and inflation. This course is required for Economics majors.	02:220:324
URBAN AND REGIONAL ECONOMICS (Cr. 4) Staff This course, requiring a minimal prerequisite in economics, will inquire into the reasons for emergence of cities, their relationship with the aggregate economy. It will also discuss the central problems of the city, its current generalized spatial form, and the performance of the city from an economic viewpoint.	02:220:330
ECONOMICS OF THE ENVIRONMENT (Cr. 4) Tangri Prerequisite: Econ. 105 or 107 or consent of instructor. The course discusses man's natural environment both as a resource and a product of his economic activity. Environmental pollution and deterioration as well as policies to conserve or improve the environment will be examined in the general context of the theory of public goods.	02:220:332
ECONOMICS OF DISCRIMINATION (Cr. 4) Nussbaum Prerequisite: Econ. 105 or 107 This course will be concerned with economic aspects of discrimination against minority groups. Discrimination will be defined in economic terms and analyzed as to its causes and implications. In particular, differentials in employment, income and occupation structure will be examined with regard to their private and social costs. Policies to reduce economic discrimination will also be considered.	02:220:357

ECONOMICS OF PLANNING (Cr. 4)

02:220:420

Tangri

Prerequisite: Econ. 105 or 107

The course discusses the theory and practice of central planning in market and non-market economies in both developed and less-developed countries.

INDEPENDENT STUDY B (Cr. 4)

02:220:495, 496

Staff

ENGLISH

English Department courses are designed to serve two important purposes: to help clarify the ways in which the experience of literature may matter, and to develop the students' skills in handling and responding to language. One of the assumptions of the department is that the full experience of literature entails some understanding of literary activity; students will therefore be encouraged to participate actively in classes, to produce dramas and films (sometimes in conjunction with the Art Department), and to write extensively. Sequences for those students interested in pursuing the study of literature in graduate school will be available, but the department is not so much concerned with "coverage" of English and American literature as with introducing the student to a wide variety of ways of thinking about and reading literature, and with making clear the crucial role language plays in shaping his sense of self and society.

The department offers several different sequences of courses: critical and historical study of literature; Black literature; drama; film; creative writing; and preparation for teaching English. In the department office the student will find descriptions of each sequence, although he will not be required to adhere strictly to any one.

Since students with a great variety of interests will be taking English courses, the department will offer many different kinds of courses and many different kinds of majors. All English majors are required to take 10 courses within the department. Substitution of other directly related courses is possible by permission of an advisor and the chairman. One semester of THE STUDY OF LITERATURE is recommended but not required for all majors. It is strongly urged that all majors work closely with an advisor within the department in determining what courses and sequence of courses they will be taking.

Faculty

George Levine, Professor and Chairman. B.A., New York University; M.A., Ph.D., Minnesota. The novel, Victorian and contemporary literature, popular culture. Author of **Boundaries of Fiction**.

Aijaz Ahmad, Assistant Professor. M.A., Punjab University. Poet, translator, short story writer, and student of Black and Third World literature and culture. Translator and editor of **Mirza Ghalib: Selected Poems**.

Miguel Algarin, Instructor. B.A., Wisconsin; M.A., Pennsylvania State; Ph.D., Rutgers. Contemporary poetry.

Toni Cade Bambara, Assistant Professor. B.A., Queens College; M.A., City College of New York. Short story writer, critic, community organizer, student of Black literature and history.

Ronald Christ, Assistant Professor. B.A., M.A., Columbia; Ph.D., New York University. The novel, contemporary literature. Author of **The Narrow Act: Borges' Art of Illusion**.

Patricia Daly, Assistant Professor. B.A., Ohio; M.A., Teachers College, Columbia University.

Katherine Ellis, Assistant Professor. B.S., M.A., Ph.D., Columbia University. Seventeenth-century literature, medieval literature.

Nikki Giovanni, Assistant Professor. B.A., Fisk University. Creative writing, poetry in particular. Author of **Black Feeling, Black Talk and Black Judgement**.

Martin Gliserman, Assistant Professor. B.A., Colby College; M.A., Ph.D., Indiana University. Eighteenth century literature, literature and psychology, English language training.

Ronald Gottesman, Associate Professor. B.A., University of Massachusetts; M.S., Colgate; Ph.D., Indiana. American literature, textual editing, bibliography, and the film. Former General Editor of *A Selected Edition of W. D. Howells*. Author and editor of *Upton Sinclair: An Annotated Checklist*; Sergei Eisenstein and *Upton Sinclair: The Making and Unmaking of "Que Viva Mexico!"* (with Harry Geduld); *Art and Error* (with Scott Bennett).

Nathan C. Heard, Assistant Professor. Modern Black literature, creative writing. Author of *Howard Street, To Reach a Dream*.

Arnold Henderson, Assistant Professor. B.A., Cornell; M.A., California. Poet, photographer, student of medieval literature. Co-author of *Chaucer and Augustan Fiction*.

Eric Krebs, Instructor. B.A., Rutgers University. Director of the Brecht West Theater and Coffee House. Professional actor, director, playwright.

Albert LaValley, Associate Professor. B.A., Holy Cross College; M.A., Ph.D., Yale. Victorian and modern literature, creative writing, and film. Author of *Carlyle and the Idea of the Modern*.

David Leverenz, Assistant Professor. B.A., Harvard; M.A., Ph.D., California. American literature, psychoanalysis and literature.

John K. McKee, Assistant Professor. B.A., Rutgers University; M.A., Ph.D., Stanford University. Poetry, and nineteenth and twentieth-century American literature.

Daniel Newman, Associate Professor of Art and English. B.A., Bard. Painting, theater, American art history. Works presented in numerous one-man shows, including Grippi Gallery; 400 paintings in museum and private collections. Recipient of 1961 Guggenheim Fellowship in Creative Painting.

Peter Parisi, Assistant Professor. B.S., M.A., Columbia; Ph.D., Indiana University. Literary theory, psychology and literature, popular culture.

Richard Poirier, Professor and New Brunswick Chairman of English. B.A., Amherst; M.A., Yale; Ph.D., Harvard. Co-editor of *Partisan Review*. American and contemporary literature and modern popular culture. Author of several books, including *The Comic Sense of Henry James* and *A World Elsewhere*.

Gerald Rabkin, Professor. B.A., Brooklyn College; Ph.D., Ohio State. Modern theater, playwriting, directing. Author of *Drama and Commitment: Politics in the American Theatre of the Thirties*.

Sonia Sanchez, Assistant Professor. B.A., Hunter College. Graduate work at Hunter and New York University. Poet and playwright. Author of *Homecoming, We a Baddddd People, It's a New Day* (Poems for Black Children), *Sister Son/Ji*.

Robert Scarola, Assistant Professor. B.A., Miami University (Ohio); M.A., Ph.D., Indiana University. American literature, especially twentieth-century; American studies. Editor of *Radical American Studies*.

William Vesterman, Assistant Professor. B.A., Amherst; Ph.D., Rutgers. Eighteenth-century literature, especially Samuel Johnson.

Richard Wasson, Associate Professor. B.A., Cornell College; M.A., Iowa; Ph.D., Wisconsin. Student of modern literature, critical theory, and popular culture. Founder of Urbana Depot Theater and Depot Press.

Steven Zemelman, Assistant Professor. B.A., M.A., Washington University; Ph.D., Brandeis. James Joyce; novel; relations between science and literature.

Teaching Assistants

Jim Beaton	Cleo McNelly	Jim Ruddy
Leslie Clark	Leslie Mitchner	Charlie Russell
Benny Collier	Susan Nash	John Siler
Jim Goodwin	Philip Pastras	Roy Skodnick
Jonathan Lippert	Emanuel Peluso	

Courses

1. These are general indications of the course content. The instructors' own outlines, statements of aims, and reading lists will be available in the English Department at registration.
2. Where more than one section of a course is offered, the content, methods, and pre-requisites of each is at the discretion of the individual instructor. Students should consult the instructors' descriptions.
3. Courses marked with an asterisk are normally offered every semester.

Writing

LANGUAGE AND EXPERIENCE* (Cr. 4) **02:350:107**

Staff

The study of "nonliterary" language: newspaper stories, magazine articles, advertisements, television scripts, street dialogue, etc.

WRITING FROM EXPERIENCE* (Cr. 4, 4) **02:350:109, 136**

Staff

The intermediate writing course for students who already have the basic skills and do not now wish a specialized course in creative writing. Either semester may be taken alone for credit.

CREATIVE WRITING* (Cr. 4, 4) **02:350:111, 112**

Staff

The basic course in creative writing.

BASIC WRITING SKILLS* (Cr. 4, 4) **02:350:135, 137**

Staff

A writing course giving more emphasis to the basic skills of composition than does writing from experience. Writing may include college compositions, lab reports, research papers, proposals, position papers, autobiographies, political commentaries.

WORKSHOP: LANGUAGE ARTS TRAINING (Cr. 4) **02:350:228**

Bambara

Analysis of English as a political and cultural institution; exploration of several language systems (dialects) within the English-speaking community, and of the attitudes, approaches, and methods that dominate in the schools in relation to African, Chinese, Puerto Rican and so-called "Indiana student." Focus on techniques for teachers and tutors of English composition.

- WORKSHOP: EDITING AND WRITING** (Cr. 4) **02:350:282**
 Herron
 The emphasis will be on the development of editorial and journalistic skills (copy-editing, proofreading, dummy and makeup, etc.) through the publication of a journal suited to the background, ability, and interest of the class.
- ADVANCED CREATIVE WRITING*** (Cr. 4) **02:350:327**
 Giovanni, LaValley
- ADVANCED EXPOSITORY WRITING** (Cr. 4) **02:350:376**
 Christ and Staff
 The analysis and writing of non-fiction prose.

General Literary Study

- STUDY OF LITERATURE** (Cr. 4, 4) **02:350:105, 106**
 Staff
 An introduction to the study of short stories, novels, poems, and plays. Either semester may be taken alone for credit.
- SCIENCE AND LITERATURE** (Cr. 4) **02:090:220**
 Zemelman
 Science as imaginative act and as social force. Scientists' attempts to express these things; literary writers' attempts to comprehend them, students' own accounts of them.
- STUDIES IN AMERICAN LITERATURE** (Cr. 4) **02:352:223**
 Wasson
 The role of symbol, verbal and non-verbal modes of communication, and literature in the political functioning of the stage. Special attention to the ideologies of culture which pervade the academic study of literature. Political implications of critical theories.
- SHAKESPEARE** (Cr. 4) **02:350:233**
 Staff
 An introduction to Shakespeare through the reading of eight or more plays.
- LITERARY GENRES: POETRY** (Cr. 4) **02:350:241**
 Staff
 An introduction to the study of poetry, mostly lyric, through an extensive examination of major poets and of historical periods.
- LITERARY GENRES: NOVEL** (Cr. 4) **02:350:241**
 Staff
 The novel as a literary form, with attention to its development and its special characteristics of form and language.
- LITERARY THEMES: LIGHT AND DARKNESS** (Cr. 4) **02:350:244**
 Newman
 An exploration of twentieth-century images of light and darkness as found in the works of major novelists, playwrights, painters, and movie directors.

WORK AND AMERICAN LITERATURE (Cr. 4) **02:090:315**

Leverenz and Carliner

Psychological and social changes in American culture from 1840 to 1900 (fall) and 1900 to the present (spring), with special focus on work and identity, and literature as a cultural product. Cross-listed as a college course.

EIGHTEENTH CENTRY ENGLISH LITERATURE (Cr. 4) **02:350:326**

Gliserman, Vesterman

An introduction to English literature from 1660 to 1800 through a study of selected major figures in poetry and prose, and an examination of contemporary values, assumptions, and ideas.

AMERICAN POETRY (Cr. 4) **02:352:332**

Gottesman, McKee

A study of the work of selected American poets such as, among others, Whitman, Dickinson, Frost, Stevens, and Williams.

NINETEENTH CENTURY ENGLISH LITERATURE (Cr. 4) **02:350:334**

Levine

An introduction to English literature from 1800 to 1900 through a study of selected major figures in poetry and prose and an examination of the cultural contexts out of which the works were written.

CHAUCEER (Cr. 4) **02:350:373**

Henderson

Selections to suggest Chaucer's range in both the Canterbury Tales and other works: about a third of the corpus.

PSYCHOANALYSIS AND LITERATURE (Cr. 4) **02:350:384**

Leverenz

Prerequisite: one course in literature, one course in psychology or permission.

This course will test how psychoanalytic methods and insights can illuminate our experience of literature. Focus will be on our responses to literature, more than on the author's conscious intentions or unconscious conflicts. Primary text: Freud's *Interpretation of Dreams*. Other texts to be chosen by the class.

JUNIOR SEMINAR (Cr. 4, 4) **02:350:391, 397**

Levine and Staff

Several department members will discuss in detail key literary works and contemporary critical problems in order to provide the student with a wide variety of critical tools, to raise major literary problems of our time, and to introduce the department to its majors.

STUDIES IN MAJOR AUTHORS AND LITERARY TOPICS (Cr. 4) **02:350:419**

Staff

Prerequisites: English or education major and at least two advanced courses in literature.

Intense study of the works of a major writer and of major criticism and bibliography concerning him, in preparation for teaching the subject at freshman or sophomore levels. Each student must seek out a faculty member to sponsor and guide his work. For first semester seniors only.

THE TEACHING OF LITERATURE (Cr. 4)**02:350:420**

Staff

Prerequisite: English 419

A continuation of STUDIES IN MAJOR AUTHORS. The student will teach a seven-week, two-credit course, under the supervision of his faculty sponsor, on the author or topic studied in the first semester.

Black Literature**LITERATURE FROM A BLACK PERSPECTIVE (Cr. 2)****02:352:155**

Staff

Lectures by various faculty and visitors presenting literature from a Black perspective. Directed primarily to minority students but available to other interested students.

THE BLACK MAN AND THE RED MAN IN AMERICAN LITERATURE (Cr. 4)**02:352:219**

Bambara

An investigation of "Noble Savage" and other racist myths in early and modern American literature.

LITERATURE AND THE PEOPLES OF COLOR (Cr. 4, 4)**02:352:227, 228**

Ahmad

Comparative readings in the literature of Asia, Africa, Latin America and Afro-America.

BLACK REVOLUTIONARY DRAMA (Cr. 4)**02:352:232**

Sanchez

Study of works by contemporary Black dramatists like Ed Bullins and Leroi Jones, who work with the Theme of Revolution.

BLACK AUTOBIOGRAPHY (Cr. 4)**02:352:234**

Ahmad

MODERN BLACK WRITERS (Cr. 4)**02:352:236**

Heard

A consideration of the works of modern Black writers with special consideration of social, psychological, and political conditions in the United States as they are reflected by these writers.

STUDY OF BLACK LITERATURE (Cr. 4)**02:352:246**

Staff

An introduction to the range and variety of Black expression and literature.

BLACK POETRY (Cr. 4)**02:352:247**

Giovanni

Film**THE LANGUAGE OF FILM* (Cr. 4, 4)****02:350:201-202**

Gottesman, LaValley, Rabkin

A first course in the analysis of films. Both semesters must be taken in sequence.

LITERATURE AND FILM (Cr. 4)**02:350:251**

Gottesman, LaValley, Rabkin

A study of the relationship between short stories and novels and the films based on them.

FILM STUDIES* (Cr. 4, 4)02:350:300, 301

Gottesman, LaValley, Rabkin

Prerequisite: At least one course in film and permission of instructor.

Studies in some depth of major artists, directors, or film tradition. Emphasis on detailed consideration of technique and theme.

Drama

WORKSHOP: DRAMA FOR CHILDREN (Cr. 4)02:210:213

Krebs

A seminar and practical course designed to train students in methods of working with youngsters in drama. Focus will be on the problems of working with city children. Students will hold workshops in the community during the latter part of the semester.

INTRODUCTION TO DRAMA* (Cr. 4)02:350:240

Krebs, Rabkin

Designed to provide a reading and practical knowledge of drama. This course will begin with literary study of a variety of plays and conclude with the production of a drama chosen by students and faculty.

NEW DIRECTIONS IN DRAMA AND THEATRE (Cr. 4)02:350:341

Rabkin

A course in the reading and (if possible) viewing of contemporary drama concentrating on such playwrights as Beckett, Genet, Pinter, Shepard, Van Itallie, Bullins, Jones, as well as an investigation of new theories of acting and directing, emphasis on the work of Grotowski, the Becks, Joseph Chaikin.

General

GROUP STUDY (Cr. 4, 4)02:350:213, 214

Staff

It is possible for a group of students with a common interest having obtained the permission of an instructor, to undertake independent study in Writing, Black Literature, General Literary Study, Film, or Drama.

INDEPENDENT STUDY A (Cr. 4, 4)02:350:217, 218

Staff

It is possible for the student, having obtained the permission of an instructor, to undertake independent study in Writing, Black Literature, General Literary Study, Film, or Drama.

Introductory work for freshmen and sophomores.

INDEPENDENT STUDY B (Cr. 4, 4)02:350:495, 496

Staff

Advanced work for juniors and seniors.

HISTORY

Through its courses the Livingston College Department of History seeks to expose students to the rich variety of the human experience. It pays particular attention to the dynamics of social change and the diverse means by which people have solved problems and shaped their social, economic, and political environment. The Department will go beyond political, constitutional and national developments to organize courses around topics that are treated in their total context. Among the areas the Department will emphasize are the process of urbanization; the history of ethnic groups; the role played by protest and social reform movements; the historical developments of formal and informal institutions such as classes and government agencies; the history of Africa and Asia.

The Department believes that the study of history should be an integrated process which utilizes not only the particular methods and perspective of history but also those of the other social sciences and the humanities as well. Indeed, the study of particular questions in their historical context provides a unique opportunity for an interdisciplinary approach. Historians in the department will not only use an integrated approach in their own courses but intend to develop and offer courses in conjunction with members of other disciplines.

Faculty

Gerald N. Grob, Professor and Chairman. B.S.S., City College of New York; A.M., Columbia; Ph.D., Northwestern. American Social History. Author of **Workers and Utopia: A Study of Ideological Conflict in the American Labor Movement 1865-1900** and **The State and the Mentally Ill: A History of Worcester State Hospital in Massachusetts, 1830-1920**. Editor of **American Social History Before 1860**, **American Ideas** (2 vols., with Robert N. Beck), and **Interpretations of American History** (2 vols., with George A. Billias). Now working on a history of American mental hospitals and psychiatry under a grant from the National Institute of Mental Health (HEW).

Louis P. Galambos, Professor. B.A., Indiana; M.A., Ph.D., Yale. American Economic History. Author of **Competition and Cooperation: The Emergence of a Modern Trade Association**. Co-editor of **The Changing Economic Order**. Presently working on a general study of the public response to the rise of the large corporation in America.

Michael Gasster, Associate Professor. B.S.S., City College of New York; A.M., Columbia; Ph.D., University of Washington. Modern China. Author of **Chinese Intellectuals and the Revolution of 1911: The Birth of Modern Chinese Radicalism**. Currently working on a book tentatively titled "Revolution in Modern China."

John R. Gillis, Associate Professor. A.B., Amherst College; Ph.D., Stanford. European social history and comparative history of youth groups and movements. Author of **The Prussian Bureaucracy in Crisis, 1840-1860: The Origins of an Administrative Ethos**. Now engaged in preparing a social history of age groups in Germany and England since 1750.

Gwendolyn M. Hall, Assistant Professor. B.A., M.A., University of the Americas; Ph.D., University of Michigan. Latin American History. Author of **Social Control in Slave Plantation Societies: A Comparison of St. Domingue and Cuba**.

Allen M. Howard, Assistant Professor. B.S., M.S., Ph.D., University of Wisconsin. African History. Author of "The Role of Freedom in the Commercial Life of Sierra Leone."

Norman Markowitz, Assistant Professor. A.B., City College of New York; M.A., Ph.D., University of Michigan. Twentieth Century American political history. Currently working on a study of Henry A. Wallace and American Liberalism.

Seth M. Scheiner, Associate Professor. A.B., City College of New York; M.A., Ph.D., New York University. Author of **Negro Mecca: A History of the Negro in New York City, 1865-1920**. Now engaged in a study of black Americans in northern cities.

Peter N. Stearns, Professor and New Brunswick Chairman of History. A.B., M.A., Ph.D., Harvard. French and European social history. Author of *European Society in Upheaval, Priest and Revolutionary: Lamennais and the Dilemma of French Catholicism, A Century for Debate*, and *Modern Europe: A Survey*. Editor of the *Journal of Social History*.

John H. Wilson, Assistant Professor. A.B., Bucknell University. M.A., Ph.D., University of Chicago. European social history, social protest movements in Europe.

Program for a Major in History

The major in history is intended to provide the opportunity for intensive study in the field of history with an integrated approach utilizing the methods and perspectives of history and other disciplines. This approach involves formulating questions, using records from the past, and assessing various interpretations. Through this process, students will develop their ability to ask and begin to answer the questions how and why groups and societies change over time. To further this development the Department will expect its majors to become proficient in the methods and tools of historical study and will provide whatever is necessary in the way of special courses or seminars to achieve this goal. Majors will be encouraged to take independent reading and research courses to better fulfill their own needs and interests. Depending on their particular interests, majors will be encouraged to acquire not only skills in history and other social sciences and the humanities, but skills in foreign languages, statistics, and computer sciences as well.

The Department recognizes that the teaching and the techniques of learning historical materials should be an important part of the history major, especially for those who intend to pursue a career in education. It intends, therefore, to provide the opportunity for majors to pursue these interests and will coordinate its activities in this regard with the educational program of the college.

The following basic framework for the program in history is intended to be flexible and comprehensive enough to achieve the goals of the overall program in history and to provide for the possibility of various interdisciplinary majors.

1. Each student will have an advisor with whom he will work closely in the creation of a program to meet his specific needs and interests and in his study of history in general. The advisor will preferably be chosen from the area of study of most interest to the student. All students considering a major in history are urged to contact a member of the department by the end of their second year or as soon as possible so that they can begin to consult with an advisor.
2. The major in history will consist of at least eight courses in history. Six of these courses must be at the 300 level or above. In addition, all majors are required to take a one-credit seminar (02:510:465) which will focus on the tools and techniques used in teaching and writing history.
3. Of these courses taken in history, each of the advanced courses must be taken in three major areas. At present the Department of History offers courses in five major areas: European, American, Latin American, Asian, and African History.
4. In addition to the course in history, at least three advanced courses at the 200 level or above must be taken in one other social science or other discipline particularly related to the student's interest.

Courses

Introductory Courses (For Freshmen and Sophomores Only)

In place of traditional survey courses, the Department of History offers a series of introductory courses that deal with the history and development of both western and nonwestern societies and cultures. These courses will have two basic objectives: to analyze the nature of these societies and the internal and external forces making for slow or rapid change; and to study various modes of historical inquiry and to evaluate a variety of different and competing historical interpretations.

Students, especially those who have had survey courses in European and American history in high school, are urged to elect 100 level courses dealing with Latin America, China, or Africa. Under no circumstances may students take more than one 100 level course listed below. Juniors and seniors seeking to elect courses in history are urged to take advantage of the wide range of advanced courses offered in the Department of History, for which there are no prerequisites.

CONTINUITY AND CHANGE IN AFRICAN SOCIETIES (Cr. 4, 4)

02:510:109, 110

Howard

The course explores both the unity and variety of African history. Among the major topics studied are: connections between social, religious, and political life; development of past kingdoms; slave trade and its effects upon Africa; growth of towns; resistance to colonialism; nationalism; links between Africa and the Americas.

THE DYNAMICS OF CHANGE IN EUROPEAN HISTORY (Cr. 4, 4)

02:510:111, 112

Wilson

Exploration of how and why change has taken place in European societies. The primary focus will be upon how people have actually lived and how they have shaped or affected their social, economic, and political environment to promote or inhibit change. There will not be an attempt to cover European history over a given long span of time. Rather certain periods and problems will be the focus for intensive study. The course is intended for persons with little or no college work in European history.

THE AMERICAN PEOPLE: THEIR SOCIETY AND INSTITUTIONS (Cr. 4, 4)

02:510:113, 114

Markowitz

This course will analyze the structure of American society from the nineteenth century to the present and the forces making for stability and change. Emphasis will be placed on defining the sources of internal and external tensions, how various groups have responded to these tensions, and the way in which institutions either adapted themselves or were transformed as a result of different forms of conflict.

LATIN AMERICAN CIVILIZATION (Cr. 4, 4)

02:512:119, 120

Hall

A comparative analysis of selected countries and areas (Brazil, Mexico, and the Caribbean) and the factors responsible for their development. The first semester will cover the Spanish conquest and colonial period, and the second the national period and twentieth century.

FOREIGN INTRUDERS IN THE CHINESE REVOLUTION (Cr. 4)

02:510:121

Gasster

This course reexamines the attempts made by outsiders—Americans, Englishmen, Russians, missionaries, soldiers, scientists, diplomats, educators, political advisors, and others—to change China. Some attention is given to earlier times, but most of the course is devoted to the twentieth century.

MAO TSE-TUNG AND THE ROLE OF THE "GREAT MAN" IN HISTORY (Cr. 4)

Gasster

02:510:122

For 30 to 40 years Mao Tse-tung has led the Chinese revolution. In the entire history of mankind, few individuals, if any, have had a greater impact on the lives of more people. This course examines Mao's life and attempts to determine how he has shaped the history of modern China and to arrive at a deeper understanding of the relationship between individuals and the historical process.

Advanced Courses

THE STUDY OF HISTORY (Cr. 1)

02:510:465

Staff

A seminar designed to introduce undergraduate majors in history and prospective social studies teachers to the methods and techniques of historical research and writing. The research techniques and methodology will relate both to advanced work in the discipline and curriculum preparation.

WEST AFRICA IN THE NINETEENTH AND TWENTIETH CENTURIES (Cr. 4)

02:510:415

Howard

Major recent changes in West African societies are examined: problems of government in past and present states, rise of new social and economic groups and group conflict, various reactions to the West.

HISTORY OF SOUTHERN AND CENTRAL AFRICA (Cr. 4)

02:510:416

Howard

Four main themes are examined in depth: African nations and nationalism from the sixteenth century to contemporary liberation movements; European settlement and growth of segregation systems; African social and economic life, including rural-urban links, trade organizations, and social associations, Western policy toward the area.

THE AFRICAN EXPERIENCE IN THE AMERICAS (Cr. 4)

02:512:380

Hall

Beginning with a brief survey of the African background, this course will compare and contrast the history of Africans in the French, Spanish, and English colonies in the western hemisphere through the nineteenth century.

EDUCATION IN AMERICAN SOCIETY (Cr. 4)

02:512:356

Grob

A historical-sociological analysis of the nature of educational institutions in America from their beginnings to the present. Emphasis will be placed on the nature and objectives of these institutions, the manner in which they functioned, and their relationship to American society.

RECENT AMERICA (Cr. 4)

02:512:321

Markowitz

An analysis of American society from the New Deal to the present. The course will emphasize in particular the nature of liberal movements and their role and impact on politics as well as the influence of world events on domestic institutions and diplomacy.

THE UNITED STATES IN THE NINETEENTH CENTURY (Cr. 4)

02:512:414

Grob

An analysis of the growth of American society from a rural to an urban-industrial nation. Emphasis will be placed on the nature of the American political system, the relationship between politics and society, and the way in which institutions adapted themselves to economic and technological change.

AMERICAN CAPITALISM: THE ORIGINS OF INDUSTRIAL POWER (Cr. 4, 4)

Galambos

02:512:318, 319

During the first semester, students will examine the economic, social, and political origins of America's industrial economy. Each student will be expected to develop his own view of this process. In the second semester, one of the major subjects will be the social and political responses to the problems of an advanced industrial economy. Considerable attention will be given to the rise of the giant corporation and to the impact of industrial development on America's role in the world.

THE CITY IN AMERICAN HISTORY (Cr. 4)**02:510:405**

Scheiner

A study of the evolution of the American city with emphasis on urbanization and its relation to living patterns; social, economic, and governmental institutions; the adjustment of ethnic groups to an urban setting; and attempts at social change.

HISTORY OF THE BLACK AMERICAN (Cr. 4)**02:510:305**

Scheiner

An examination of the Black man's role in United States history from the colonial period to the present. Emphasis will be given to the political, economic, social, and cultural life of the black American since the Civil War.

REVOLUTION IN EUROPE (Cr. 4)**02:510:316**

Wilson

Focus will be upon the major eras of revolution in Europe from 1760 to 1850 and upon lesser eras of revolution notably those of the mid-17th century and the period following World War I, especially 1917-1923. A short concluding unit will also look at revolution in post- World War II Europe. Major emphasis will be upon the study in detail of representative revolutions.

TWENTIETH CENTURY EUROPE (Cr. 4)**02:510:390**

Wilson

This course will concentrate on major economic and social forces shaping life in 20th Century Europe and the efforts of major social groups to cope with and shape these forces. Imperialism, nationalism, facism, communism, and labor movements will be studied from this point of view. The focus on social and economic developments and on major social groups is not intended to preclude but to provide a different point of view for looking at cultural and intellectual history. Finally, an attempt will be made to assess all of these factors in Europe today and Europe's changed position in the world.

SOCIAL PROTEST MOVEMENTS IN MODERN EUROPE (Cr. 4, 4)**02:510:407, 408**

Wilson

The first seminar will be devoted to social protest in Europe from 1760-1870. Primary focus will be upon protest expressed through demonstrations, strikes, riots, and insurrections by major social groups such as craftsmen, laborers, and peasants. The second semester, covering the period from 1870-1940, will focus in addition on the sustained efforts of workers in union, syndicalist, anarchist, and revolutionary socialist movements. The protest activities of other social groups, especially movements of the radical right, such as anti-semitism, fascism, and nazism will also be given considerable attention.

REVOLUTION IN MODERN CHINA (Cr. 4)**02:510:387**

Gasster

A study of four revolutionary movements—The Taipings (1850-1864), Republicans (1894-1912), May Fourth/New Culture Movement (1915-1925), and the Communists (1920-present). Major emphasis will be placed on the Communist movement. Attention will also be given to theories of revolution and comparisons between the Chinese revolution and others including the French and Russian.

CLASS, STATUS, AND POWER: ENGLAND SINCE 1750 (Cr. 4)

02:510:455

Gillis

The impact of industrialization, democratization, and total war on family patterns, generational conflict, education, and class consciousness in England from 1750 to the present.

MODERNIZATION IN EUROPE 1750-1850 (Cr. 4)

02:510:460

Gillis

A comparative study of France, England and Germany between the Old Regime and the industrial-democratic age. Emphasizes the ways in which social, political, and cultural changes prepared the ground for subsequent developments in late nineteenth and twentieth century Europe.

College Course

SELECTED TOPICS IN THE CHINESE REVOLUTION (Cr. 4)

02:090:314

Gasster and R. Wilson

An in depth analysis of selected topics in the Communist Revolution, including the role of the military, political integration, and education. Freshmen and Sophomores permitted with the approval of the instructors.

LABOR STUDIES

The Labor Studies program examines changes in the American culture as they have been affected by the evolving work process and emerging work relationships. Within this conceptual context students will examine the shaping impact of work on people today, the role of work in American history, and particularly the law, the politics, the culture, and the continuing societal conflicts. Detailed examination is made of the Black and immigrant work experience, women as workers, the history of labor organizations, protest groups, radical parties, as well as unions, and the parallel development of management organizations and theories. There will be opportunities to study comparative labor movements, work and the arts, especially literature, and contemporary work problems. Students will acquire work experience during their studies as interns in unions, in the university, in government, and in industry.

To fulfill the requirements for a major concentration in Labor Studies, a student must successfully complete four one-semester courses in Labor Studies, two courses in economics, two in sociology, and four courses in either history, political science, urban studies or in additional work in economics, sociology, or labor studies.

Program Committee

Martin Oppenheimer, Associate Professor of Sociology and Program Chairman.

Lewis Carliner, Professor of Labor Studies.

Daniel S. Freedman, Student.

Louis P. Galambos, Professor of History.

Louis P. Gayoso, Student.

David Leverenz, Assistant Professor of English.

Wilson Carey McWilliams, Jr., Professor of Political Science.

Shanti S. Tangri, Professor and Chairman of Economics.

Pauline E. Washington, Student.

Courses

WORK IN CONTEMPORARY COURSES (See College Courses) **02:090:113, 114**

INDENTURED SERVANT AND SLAVE TO POST INDUSTRIAL MAN (Cr. 4, 4)

Carliner

02:575:205, 206

Work in America from the colonial experience to the present day, the history of unions and management organizations, occasions for violence, the changing economic stages and their consequence in the work place and the culture, sources of ideas about work.

CONFLICT AND CONFLICT RESOLUTION IN THE WORK PLACE (Cr. 4)

02:575:305

Staff

How people resolve work-related grievances, bargaining, grievance procedures, mediation, arbitration, umpire hearings, demonstrations, strikes, the resort to violence by workers, by people who aspire to be workers (black protest movements), by quasi-workers (students).

WORK ORGANIZATIONS, THEIR STRUCTURE AND ADMINISTRATION (Cr. 4)

Staff

02:575:315

Unions, professional societies, employer organizations, civil rights groups, ethnic labor groups, and student organizations. Organizational dynamics, constraints upon work organizations and their changing societal role.

WORK AND AMERICAN LITERATURE (Cr. 4)

02:090:315

Carliner and Leverenz

An exploration of the relationship between work and the thematic concern of American literature beginning with Hawthorne and Melville and continuing with the contemporary novel and drama. Offered cooperatively by the Labor Studies program and the English Department.

READINGS, RESEARCH AND INDEPENDENT WORK IN LABOR STUDIES (Cr. 4)

Staff

02:575:410

A program which permits students under the supervision of the Program Chairman to conduct research on a Labor Studies-related subject of their choice, or to undertake an independent work-study program in Labor Studies off the campus within a union, government agency, school system, international organization, private corporation, or civil rights or ethnic organization.

PHILOSOPHY

The program of the Philosophy Department is designed to fulfill three aims: (1) Students are encouraged to apply philosophic ideas and methods to the analysis of contemporary problems. (2) Students are encouraged to reason in a rigorous, clear and self-critical manner. (3) Those students who wish to major in philosophy will be able to pursue the courses and independent study necessary to prepare them for advanced work in philosophy as well as other fields. A major in philosophy will consist of eight courses. No college course can be counted towards fulfilling this requirement.

Faculty

Albert E. Blumberg, Associate Professor and Chairman. A.B., The Johns Hopkins University; M.A., Yale; Ph.D., University of Vienna. Philosophy of logic and social philosophy. Author of "Modern Logic" in *Encyclopedia of Philosophy*, 1967. Senior editor, *Encyclopedia of Philosophy*, 1964-66.

Peter D. Klein, Assistant Professor. A.B., Earlham College; M.A., Ph.D., Yale. Theory of knowledge. Author of "The Private Language Argument and the Sense-Datum Theory", "A Proposed Definition of Propositional Knowledge."

Robert L. Martin, Associate Professor and Cellist in Residence. A.B., Haverford College; M.B., The Curtis Institute of Music; M.S., Ph.D., Yale. Philosophy of language and logic. Author of "Toward a Solution to the Liar Paradox," and "On Grelling's Paradox." As cellist; student of Orlando Cole and Leonard Rose; played in Marlboro Festival 1961-62, Fromm Quartet, Tanglewood 1963; Group for Contemporary Music at Columbia University 1963-64; principal cellist, New Haven Symphony 1964-65; recorded for Epic, CRI, and Columbia Records; cellist for Center of the Creative and Performing Arts, SUNY Buffalo 1966-68; cellist, Livingston Trio 1969-.

Amelie Oksenberg Rorty, Associate Professor. A.B., University of Chicago; M.A., Ph.D., Yale. Theory of value and philosophical psychology. Editor, *Pragmatic Philosophy*. Author of "Plato and Aristotle on Belief, Habit and Akrasia" and other articles.

Alan Joshua Schiffmann, Lecturer. A.B., Brooklyn College. Social theory, philosophy of social science.

Arthur F. Smullyan, Professor and New Brunswick Chairman of Philosophy. B.A., City College of New York; M.A., Ph.D., Harvard. Epistemology and logic. Author of *Fundamentals of Logic*.

Richard Wallace, Teaching Assistant. B.A., Tufts University.

Courses

SOME CONTEMPORARY MORAL ISSUES (Cr. 4)

02:090:111

(See College Courses)

PHILOSOPHICAL THEMES IN LITERATURE (Cr. 4)

02:730:105

Rorty and Staff

A study of the ways in which conceptions of personal identity are conveyed in novels and in autobiographies. How are the perceptions that persons have of their own powers conveyed? How are the relationships among persons developed? How do the formal requirements of the novel and the autobiographical confession influence the development of the ideas of individuality and community? There will be a great deal of reading and writing in the course. Readings from Plato, Augustine, Descartes, Rousseau, Jane Austen, Dickens, Balzac, Proust, Rilke, Kafka, Sartre, Malcolm X, Mailer, Cleaver.

- INTRODUCTION TO LANGUAGE AND LOGIC (Cr. 4)** **02:730:201**
 Blumberg
 Elementary logic and semantics, with emphasis on the nature of valid deductive arguments.
- PROBLEMS OF PHILOSOPHY (Cr. 4)** **02:730:209**
 Schiffmann and Staff
 This is a problem-oriented introductory course, with no prerequisites. It will deal with such topics as free will and determinism, knowledge and certainty, arguments for the existence of God, and the mind-body problem.
- INTRODUCTION TO THE HISTORY AND PHILOSOPHY OF NATURAL SCIENCES (Cr. 4)** **02:730:210**
 Klein
 This course will explore the nature of reasoning and theory construction in the natural sciences. The history of the fundamental concepts of motion, force and matter will provide the basis for considering such philosophic questions as: What are the relationships between observation and theory? between theory and law? how is a theory "confirmed"? how are scientific theories related to common sense, metaphysical and theological issues? Readings will be chosen from the scientific works of Aristotle, Ptolemy, Copernicus, Galileo, Newton and Einstein and from the philosophical works of such authors as Kuhn, Reichenbach, Hare, Toulmin, and Hanson.
- INDEPENDENT STUDY A (Cr. 4, 4)** **02:730:223, 224**
 Staff
- HISTORY OF ETHICS (Cr. 4)** **02:730:230**
 Rorty
 A study of basic ethical concepts (goodness, happiness, power, justice) and how they change; transformations in the motivational structure of morality and in the social functions of "virtue."
- HISTORY OF PHILOSOPHY: DESCARTES TO KANT (Cr. 4)** **02:730:252**
 Schiffmann
 An examination of some of the major traditions and controversies of 17th and 18th century European philosophy. The course will explore such themes as: the nature and aims of philosophical and scientific inquiry, their relationships to one another, and the respective roles of reason and experience in each; theories of meaning and the correspondence of thought to reality. Readings will be drawn from the works of such philosophers as Descartes, Spinoza, Hobbes, Hume and Kant.
- EXISTENTIALISM (Cr. 4)** **02:730:318**
 Staff
 The study of the works of some recent existentialist philosophers and the ways in which their theories of time and consciousness affect their views of freedom, choice and action. Readings will be chosen from the works of such authors as: Kierkegaard, Nietzsche, Heidegger.
- SOCIAL PHILOSOPHY: INDIVIDUALS, COMMUNITIES AND STATES (Cr. 4)** **02:730:321**
 Rorty
 Theories of civil disobedience and revolution, with the conceptions of law and society they presuppose.

SOCIAL PHILOSOPHY OF KARL MARX (Cr. 4)**02:730:323**

Staff

The course begins with a general introduction to Marx's thought, based on the reading of the **Communist Manifesto**, **Wage Labor and Capital Value**, **Price and Profit**, and **Engel's Socialism, Utopian and Scientific**. This is followed by a detailed consideration of such topics as: Marx's early philosophical writings, his conception of social revolution, his analysis of capitalism, his political program for socialism.

PHILOSOPHY OF RELIGION (Cr. 4)**02:730:326**

Staff

Topics for discussion will be chosen from the following: the nature of religious and mystical experience, existence of God, faith, revelation, human freedom, problem of evil, destiny of man and religious language. Problems will be discussed from the perspectives of such schools of thought as: existentialist, humanist, analytic, process, and Eastern.

INTERMEDIATE LOGIC (Cr. 4)**02:730:332**

Blumberg

Prerequisite: Introduction to Language and Logic or the permission of the instructor.

Symbolic logic, including sentential logic, first-order logic, and elementary formal systems.

WITTGENSTEIN: THE TRACTATUS (Cr. 4, 4)**02:730:405, 406**

Blumberg

Prerequisite: Intermediate Logic or permission of the instructor.

A detailed study of Ludwig Wittgenstein's early work, the **Tractatus Logico-Philosophicus** (1921), prefaced by a brief survey of the main writings of Gottlob Frege and Bertrand Russell. The central theme will be Wittgenstein's views on the relationship of logic, language and reality. Criticisms of his "logical atomism" will be considered, and the later direction of his thought suggested.

PHILOSOPHY OF SOCIAL SCIENCE (Cr. 4)**02:730:407**

Schiffmann

Prerequisite: One course in philosophy and one in social science or permission of the instructor.

A consideration of the aims of scientific inquiry, the nature of laws, explanations and theories and the distinction, if any, between the natural and the social sciences. These and other philosophical problems of Social Science will be explored from a variety of standpoints: positivist, linguistic-analytic, Marxist, and structuralist. Special attention will be given to such topics as the possibility of value-free inquiry, the status of social fact, the relation between theory and practice, the conceptions of man that underlie social science methodology.

THEORY OF KNOWLEDGE (Cr. 4)**02:730:410**

Klein

Prerequisites: At least one previous philosophy course, or the consent of the instructor.

Topics such as the following will be considered: Truth and meaning, belief and certainty; knowledge of other minds; the analytic-synthetic distinction. There will be a detailed examination of the epistemological writings of traditional and contemporary authors.

PHILOSOPHY OF LANGUAGE (Cr. 4)	02:730:432
Martin	
Prerequisites: Intermediate Logic or its equivalent or consent of the instructor.	
This course is designed for interested students with a background in analytic philosophy and symbolic logic. Although there will be a brief survey of the field, the principal object of attention will be various formal (constructed) languages, which can be viewed as formalization of smaller or larger portions of the natural languages. In this connection, in addition to standard material in formal syntax and semantics (e.g. Tarski's treatment for truth of formal languages), we will investigate some recent attempts to deal adequately with contexts-dependents, modal notions such as necessity and with other intentional notions of meaning.	
PLATO AND ARISTOTLE (Cr. 4)	02:730:463
Rorty	
A close reading of Plato's Philebus , Aristotle's De Anima and Nicomachean Ethics . Special emphasis on the relationships between psychology and ethics.	
INDEPENDENT STUDY B (Cr. 4, 4)	02:730:495, 496
Staff	

POLITICAL SCIENCE

The Livingston College Political Science program seeks to promote a critical and reasoned examination of the problems of modern society, and to develop in its students the conceptual ability, methodological skill, and substantive knowledge necessary to deal with these problems.

A full range of courses in political science is available at Livingston and the other New Brunswick campuses. The political science program at Livingston itself now emphasizes five major areas: American political behavior, comparative political development, international politics, political theory, and urban politics. By concentrating in a limited number of fields, the department hopes to encourage close intellectual contacts among faculty and students, while representing the diverse methods and substantive interests of the discipline. Courses will be supplemented by independent study, internships, and seminars.

A major in political science consists of eight courses in the subject, of which at least five are in advanced courses. The department strongly recommends that at least one course be independent study, an internship, or a research seminar. Since most students majoring in this department will not expect to be professional specialists, there is no required distribution among the various fields, and students are encouraged to pursue their particular interests. Those who do plan to become political scientists will be individually advised to distribute their courses among the various specialties, and to consider courses in computer science, statistics, foreign languages, and other social sciences.

Faculty

Gerald M. Pomper, Professor and Chairman. A.B., Columbia; M.A., Ph.D., Princeton. American politics. Author of **American Party Politics; Elections in America; Nominating the President.**

Stanley B. Bernstein, Assistant Professor and Livingston Pre-Legal Adviser. A.B., Brandeis; M.A., Chicago; Ph.D., Harvard. Criminal justice, race in American law. Co-editor of **American Political Thought: The Twentieth Century; Counts and Rights.**

W. Aggrey Brown, Instructor in Political Science and Sociology. B.A., Hamline University, St. Paul, Minnesota; Ph.D., Program, Princeton. Political sociology; class, race and politics in the Caribbean. Author of "Theories of Racism and Strategies of New World African Liberation."

Ardath W. Burks, Professor and University Director of International Programs. A.B., Cincinnati; M.A., Minnesota; Ph.D., Johns Hopkins. Asian politics. Author of **Far Eastern Governments and Politics; The Government of Japan; Political Modernization in Japan.**

Badi G. Foster, Assistant Professor. A.B., Denver; M.A., Ph.D., Princeton. Urban politics, North African politics. Co-author of **Beyond Black or White; The Crisis in American Politics.**

Charles Jacob, Associate Professor and Acting New Brunswick Chairman of Political Science. Author of **Policy and Bureaucracy; Leadership in the New Deal: The Administrative Challenge.** American politics.

Elaine M. Krass, Assistant Professor. B.A., Stanford; M.A., Fletcher School of Law and Diplomacy; Ph.D., Stanford. International politics. Author of "A Survey of Quantitative Indicators of International Conflict, Integration, and Political Development;" and **The Economic Absorption and Cultural Integration of Immigrant Mexican-American and Negro Workers.**

Barbara C. Lewis, Assistant Professor. A.B., Smith; M.A., Ph.D., Northwestern. Comparative politics; African politics. Author of "The Transporters' Association in the Ivory Coast" and "The Dioula in the Ivory Coast."

Wilson Carey McWilliams, Jr., Professor. A.B., M.A., Ph.D., Berkeley. International politics; political theory. Author of **Garrisons and Government, The Idea of Fraternity in American Politics**; "Reinhold Niebuhr: New Orthodoxy for Old Liberalism."

Henry Plotkin, Instructor. A.B., Queens; M.A., Rutgers. Political theory, international relations. Author of "The Year of the Losers."

John C. Pollock, Assistant Professor of Sociology and Political Science. B.A., Swarthmore; M.P.A., Maxwell School, Syracuse; Ph.D., Stanford. Comparative politics, Latin American politics. Author of **The New Caste**.

Gordon J. Schochet, Associate Professor. A.B., M.A., Johns Hopkins; Ph.D., Minnesota. Political philosophy. Author of **Patriarchalism in Political Thought; Against Authority: From Dissent to Revolution; Life, Liberty and Property**.

David C. Schwartz, Associate Professor. A.B., M.A., Brooklyn College; Ph.D., M.I.T. Psychology and politics; biology and politics. Author of **Political Alienation and Political Behavior**, "A Theory of Revolutionary Behavior." "Toward a Theory of Political Recruitment."

John H. Strange, Associate Professor. A.B., Duke; M.A., Ph.D., Princeton. American politics, Blacks in American politics. Author of **Community Action in North Carolina**; "The Negro in Philadelphia Politics"; "Racial Segregation in the Metropolis."

Richard W. Wilson, Associate Professor and New Brunswick Director of Asian Studies. A.B., Ph.D., Princeton. Asian politics, political socialization. Author of **Learning To Be Chinese**; "The Red Guard Movement in Theoretical Perspective."

Thomas E. Bezanson, Teaching Assistant. A.B., Grinnell. Political philosophy.

Kathleen Frankovic, Teaching Assistant. A.B., Cornell; M.A., Ohio. American politics, comparative politics.

Luis L. Garcia, Teaching Assistant. A.B., M.A., American. Comparative politics.

Ralph G. Lopez, Teaching Assistant. Director, Sheffield Projects. Urban politics.

Roxanne McCauley, Teaching Assistant. A.B., St. Joseph's. International politics, quantitative methods.

Courses

The specific content of political science courses will vary from year to year, depending on the instructor, his interests, and the concerns of the students. To allow for this flexibility, course offerings are listed under general titles, with most courses described under either "Topics" or "Advanced Studies" in the various fields of political science. The specific courses offered last year, or already planned for 1971-72, are described under the general titles. A complete listing will be circulated at the time of registration.

Courses listed under "Topics" are open to all students, including freshmen, and are particularly recommended to those without previous work in political science or related subjects. Those listed under "Advanced Studies" are particularly recommended to juniors and seniors, or students with previous work in the field, but are open to others. In some cases, more than one course is listed under a general title. Since the material of these offerings is different, students may select more than one subject under each title.

TOPICS IN AMERICAN POLITICS (Cr. 4)

02:790:216

Institutions, processes and power relationships in the United States

AMERICAN VOTING BEHAVIOR

Pomper

Analysis of American voting behavior, with particular attention to the elections of 1964 and 1968, the effect of ethnic group memberships on political activity, and changes in the character of the political party system in the United States.

DEMOCRACY IN AMERICA: THEORY AND PRACTICE

Strange

A basic course, examining the emergence of democracy in America, its theoretical basis, and the institutions which were established and have evolved for its operation and perpetuation. Students will be encouraged to evaluate the institutions and practices of American politics in terms of democratic theory.

POWER IN AMERICAN SOCIETY

Foster

The course will focus on the nature, structure, and utilization of political power in the U.S. Particular attention will be paid to the growing concentration of power and its impact on democratic institutions. Topics covered include "the warfare state", "the invisible government", poverty, and the social costs of free enterprise. Occasional guest lecturer.

TOPICS IN URBAN POLITICS (Cr. 4)

02:790:217

Political character and conflicts of urban communities.

AMERICAN URBAN POLITICS

Foster

A basic introductory course which examines the structure and process of government at the local level in the United States. Topics covered include state government and local politics, politics of metropolitan government, and politics and the judiciary.

SUBURBAN POLITICS

Strange, Hartmann

An examination of suburbia, its politics, policies and people. The issues of education and housing will be discussed in detail. An examination will also be made of mass and elite participation in suburban politics, and of the attitudes and values of these two groups.

URBAN POLICY ON RACE AND POVERTY

Strange

An examination of public policy dealing with the problems of race and poverty. Special attention will be given to Community Action and Model Cities programs.

TOPICS IN COMPARATIVE POLITICS (Cr. 4)

02:790:219

Politics in Africa, Asia, Europe, Latin America and the Communist world.

AFRICAN POLITICAL DEVELOPMENT

Lewis

Political change in Africa will be introduced through the examination of selected countries as representative cases. Students will consider the interplay of pre-colonial systems and colonialism, and the impact of these factors on nationalist movements and the politics of independent African states. This study of nation-building will include economic and social factors affecting political organization, sources of political mobilization and political opposition, and the foreign relations of African states.

CONTEMPORARY PEASANT REVOLUTIONS

Lewis

Case studies of the Chinese, Russian, Cuban, Algerian, Vietnamese and Mexican revolutions will be the basis of this inquiry into the pre-conditions of peasant mobilization, and the sources of leadership, organization, goals and ideologies characterizing peasant movements. The nature of peasant societies, and the changes in the relationship of peasantry to the larger society leading to agrarian revolt will be examined through writings of anthropologists as well as of political scientists.

POLITICS OF PUERTO RICO

Garcia

Analysis of the politics of the island, with particular attention to independence movements, considered in a comparative framework. Topics include the historical development of independence groups, the social and economic influences on Puerto Rican politics, and theories of political modernization and development.

TOPICS IN INTERNATIONAL POLITICS (Cr. 4)

02:790:220

Political relationships in the international community and among nations.

BASIC FACTORS IN INTERNATIONAL POLITICS

Plotkin

In this class we will look at the important determinants of nation-state behavior in order to gain a better understanding of the chaotic world we live in. We will examine international relations in terms of its philosophical, historical and analytic foundations. We will try to discover whether the conflicts that exist in world politics are inevitable or whether there is the possibility for a moral community among nations.

TOPICS IN POLITICAL BEHAVIOR (Cr. 4)

02:790:223

Aspects of the scientific study of politics.

WOMEN IN THE POLITY

Lewis

Prerequisite: permission of the instructor.

In a seminar format, students will examine the political status of women as prescribed by relevant political theorists and will compare their statements with the views of the contemporary Women's Liberation movement. Psychological, legal and other institutional factors defining the status of women in the contemporary United States as well as in other cases, both historical and cross-cultural, will be considered. The seminar will select weekly topics and undertake common readings as a group; different members will make weekly presentations serving as the basis for group discussion.

TOPICS IN LAW AND POLITICS (Cr. 4)

02:790:225

Relationships between law, politics, and the community.

CRIMINAL JUSTICE

Bernstein

The constitutional and political issues raised by current police practices. Judicial control over the pre-trial stage of the criminal process. Prosecutorial discretion and plea-bargaining. The processing of mass arrests. Political justice. The limits of the criminal sanction. The politics of law and order.

POLITICS OF CIVIL LIBERTIES

Bernstein

Analysis of contemporary civil liberties, emphasizing factors that restrict or enlarge their scope. Topics include the democratic theory of civil liberty, Congressional investigations, the first and fifth amendments, the role of the F.B.I., academic freedom, the invasion of privacy, civil disobedience, and justice and the poor.

POLITICS OF LOCAL JUSTICE

Bernstein

Analysis of the operation of the criminal justice system, from police-citizen encounters through parole. Special emphasis on alternative controls of police abuses.

TOPICS IN POLITICAL THEORY (Cr. 4)

02:790:226

Normative and empirical theories of politics.

AMERICAN RADICALISM

McWilliams

Radical thought in America with emphasis on the period since the Civil War. Populism, American Marxism, the Old and the New Left, and Black radical thought.

LIBERALISM IN AMERICA

Plotkin

The purpose of the course will be to explore the evolution of liberalism in the context of American political theory. This will be done with reference to such issues as natural rights, individualist group policies, laissez-faire economics, statism, and the denial of communitarianism inherent in liberal ideology. After an intensive philosophical analysis of the assumptions of liberal theory the course will deal with both the historical and contemporary critiques of liberalism. The historical perspective will include traditional conservative political thought, while on the contemporary scene, we will deal with criticism made by the New Left.

INDEPENDENT STUDY IN POLITICAL SCIENCE (Cr. 4)

02:790:227

Staff

Individual, supervised study of topics of interest to particular students especially below the senior level. Extensive reading, and/or an independent research project will be involved. Fuller details are to be arranged in individual conferences of students and faculty members.

INTERDISCIPLINARY STUDIES (Cr. 4)

02:790:300

On the pattern of the freshman year, this course will attempt to foster joint consideration of a topic of importance to political science and other disciplines. Specified topics will vary from year to year, and instruction will be provided by persons both within and outside the political science department.

ISSUES OF PUBLIC POLICY (Cr. 4)

02:790:307

A selected topic of domestic, local or international controversy will be analyzed through the methods and literature of political science.

SCHOOL SEGREGATION AND COMMUNITY CONTROL

Bernstein

Judicial supervision of school desegregation. The racial imbalance bills. Defining equality of educational opportunity. A critique of the Coleman report. Alternatives to school desegregation. Community control. Review of federal policy under recent administration. Drafting a model community control bill. Field study where feasible.

ADVANCED STUDIES IN AMERICAN POLITICS (Cr. 4)

02:790:423

Institutions, processes and power relationships in the United States. For advanced students.

AFRO-AMERICANS AND U.S. POLITICS

Foster, Strange

An historical and contemporary review of the Afro-American and United States politics. Topics include: the extent, methods and effectiveness of political action by Afro-Americans; internal politics of Afro-American communities; intensive examination of the response to this activity by the United States political system.

ADVANCED STUDIES IN POLITICAL THEORY (Cr. 4)

02:790:424

Normative and empirical theories of politics. For advanced students.

DEMOCRATIC POLITICAL PHILOSOPHY

Schochet, Plotkin

An analysis of the relationship between ethics and policies in contemporary democracy, and current challenges to traditional democratic theory. Topics will include political obligation, the justification of authority, disobedience and the right of resistance, freedom, social justice, and equality.

THE POLITICAL THOUGHT OF MARXISM

McWilliams

Marxist thought viewed both in historical perspective and in relation to its contemporary validity and role as a major political ideology. Major emphasis on Marx's own thought. The course will include discussion of the origins of Marxism, Marxism and its "Utopian" and Anarchistic rivals, Revisionism, Syndicalism, and the specific theoretical ideas of Lenin, Trotsky, Stalin, Djilas and Mao Tse-Tung.

THE WESTERN TRADITIONS FROM PLATO TO JOHN STUART MILL

Schochet

The relationship of man to society and the political order, and the ethical foundations of politics as seen by the major western political philosophers. Detailed study of texts with attention to their modern meanings as well as to the historical contexts out of which they grew. Emphasis upon the problems of authority, obligation and resistance.

ADVANCED STUDIES IN LAW AND POLITICS (Cr. 4)

02:790:425

Relationships between law, politics, and the community. For advanced students.

CRIMINAL PROCEDURE AND JUDICIAL POLITICS

Bernstein

Intensive study of Supreme Court decisions by the Warren Court regulating criminal procedure. Special emphasis on the impact of these decisions, including the politics of law and order.

RACE IN AMERICAN LAW

Bernstein

Comparative analysis of institutionalized racism as experienced by American Indians, "freedmen," Chinese and Mexican-Americans in the law regulating the nineteenth century economy.

ADVANCED STUDIES IN POLITICAL BEHAVIOR (Cr. 4)

02:790:426

Aspects of the scientific study of politics. For advanced students.

POLITICAL SOCIALIZATION

R. Wilson

Beginning with an analysis of childhood training and proceeding through adolescent and adult learning, the course will examine how various distinctive influences in the home, in school, and in friendship and work groups shape culturally unique attitudes that are related to the different kinds of political behavior we observe in various societies and among sub-cultures. There will be a brief introduction to aspects of learning in general and specific case studies of American and Chinese political socialization. If possible, field work in local schools may be arranged for those interested.

ADVANCED STUDIES IN INTERNATIONAL POLITICS (Cr. 4)**02:790:427**

Relationships between law, politics, and the community. For advanced students.

THE MILITARY AND POLITICS

McWilliams

Politics and organized force. Historical and contemporary patterns of relationship between military forces and political society. Guerilla conflict.

ADVANCED STUDIES IN COMPARATIVE POLITICS (Cr. 4)**02:790:428**

Politics in Africa, Asia, Europe, Latin America and the Communist world. For advanced students.

REVOLUTION AND CHANGE IN MODERN CHINA

R. Wilson

The politics of social change and social interaction in China, mainly since 1945, with special emphasis on implications for contemporary theories of political behavior.

POLITICAL MODERNIZATION OF JAPAN

Burks

Theory of modernization, political development, and urban style, as applied to the case study of contemporary Japan; effects on Japanese government, politics, and political behavior will be related to a general theory of politics.

ADVANCED STUDIES IN URBAN POLITICS (Cr. 4)**02:790:437**

Political character and conflicts of urban communities. For advanced students.

URBANIZATION AND MODERNIZATION

Foster

A comparative analysis of the nature and impact of social and political modernization in the urban context. Readings will cover the United States, Africa and Latin America.

RESEARCH METHODS (Cr. 4)**02:790:491**

Rappeport

Primarily intended for students considering graduate study, this course will provide detailed instruction in methods of research in political science, including survey design, simulation, documentary analysis, the use of computers, and the epistemology of political science.

SEMINAR IN POLITICAL SCIENCE (Cr. 4)**02:790:497**

Readings and individual research for a small group of selected students on a designated topic. While usually intended for upperclassmen and departmental majors, enrollment will depend solely on the permission of the instructor.

THE IDEA OF "COMMUNITY" IN POLITICAL PHILOSOPHY

Schochet

Detailed analysis of three political philosophers of "community," Plato, Rousseau, and Marx. Particular attention to the logical implications and contemporary meanings of their doctrines.

INDEPENDENT STUDY IN POLITICAL SCIENCE (Cr. 4)**02:790:499**

By Arrangement

Individual, supervised study of topics of interest to particular students. Extensive reading, and/or an independent research project will be involved. Fuller details are to be arranged in individual conferences of students and faculty members.

Related Courses

ETHNIC GROUPS IN AMERICA (Cr. 4) (See College Courses)	02:090:109
SELECTED TOPICS IN THE CHINESE REVOLUTION (Cr. 4) (See College Courses)	02:090:314
CONTEMPORARY POLITICAL STRATEGIES FOR CHANGE (Cr. 4) (See Urban Studies)	02:975:216
POLITICS OF URBAN EDUCATION (Cr. 4) (See Urban Studies)	02:975:324
POLITICS OF POVERTY AND WELFARE (Cr. 4) (See Urban Studies)	02:975:348
TOPICS IN PRACTICAL POLITICS: CAMPAIGN 1971 (Cr. 4) (See Urban Studies)	02:975:384
CONTEMPORARY CITY DYNAMICS (Cr. 4) (See Urban Studies)	02:975:390

PSYCHOLOGY

The department of psychology serves two principal functions in the university. One is to train students in the principles of the scientific study of behavior to serve as a foundation for later professional work as graduate students in psychology, in social work, in education, or other related areas. The second is to give the student who is not necessarily interested in a career in psychology a deeper and clearer understanding of psychological processes which will be generally useful to him in his personal life or in his career.

Psychology is a diverse subject ranging from neurophysiology at one extreme to sociology at the other. Although the interests of the members of the Livingston College department are fairly heterogeneous, they primarily center on the understanding of man in his social context. Courses in other areas (e.g., physiological psychology, animal behavior) are presently available on other New Brunswick campuses and in the future may be taught on the Livingston campus.

The psychology major consists of any eight psychology courses. This minimum requirement has intentionally been made easy to meet so that we can retain flexibility. The particular pattern of courses that a student should take depends upon his interests and his career aspirations. We have also set the requirement at a small number of courses to make explicit our belief that undergraduates should have time to explore broadly a number of subjects and should not be restricted to too many courses in one area. We expect psychology majors to take some selection of courses in a number of related areas such as Anthropology, Art, Biology, Computer Science, English and Literature, Philosophy, Sociology, and Urban Planning. But no specific course in any of these fields is required as related work. Rather student interests and career plans dictate what related work he should take.

Students interested in any kind of professional work in psychology should talk with a Departmental Adviser about their programs of study early in their undergraduate careers.

Broadly speaking, there are two kinds of professional careers: scientific-research careers (teaching and research or full-time research) and psychological service careers including counseling, psychiatric social work, school psychology, mental health worker, clinical psychologist or psychiatrist, and educational and public service administration. Almost all of these careers require two to five years of graduate work beyond the B.A. degree.

In the case of the scientific-research careers, a student's course work should include statistics (Quantitative Methods, 215), experimental psychology (254), and courses that provide research training such as social psychology (205, 206). It is also important for such a student to get involved in junior or senior seminars or independent study projects when he has the appropriate background.

In the case of psychological service careers, a student's course work should include Quantitative Methods (215), and at least three courses in the following areas: human development, abnormal psychology, personality and social psychology. As we grow, we hope to provide opportunities for supervised field work in the areas of child development and mental health work.

Students whose career aspirations lie outside of psychology in areas such as Law, Medicine, Business, Advertising, Public Relations, or Personnel, etc., should consult a department adviser about what is most appropriate given their interests and aspirations.

Psychological Topics (107, 108) provides a general introduction to the field and at least one semester of it is required as a prerequisite for most advanced psychology courses.

In addition to formal course work, students will also have an opportunity to involve themselves in ongoing research being conducted by department members and in relevant field experiences.

Faculty

Keith E. Davis, Professor and Chairman. B.A., Ph.D., Duke University. Present research interests include: psychological aspects of population control such as contraceptive use and the handling of unwanted pregnancies, human sexual behavior, and love and friendship relationships.

Richard D. Ashmore, Assistant Professor. B.A., Stanford; M.A., Ph.D., UCLA. Present interests include intergroup relations, especially the perception of ethnic groups and the effects of intergroup contact on prejudice; the psychological effects of censorship; attitude formation and change.

Melvin L. Gary, Assistant Professor. B.A., Haverford; M.A., Ph.D., Ohio State. Present research interests include: cognitive style; attitudes and prejudice.

Russell A. Jones, Assistant Professor. B.S., Georgia Tech; Ph.D., Duke University. Present research interests include implicit theories of personality and analysis of self concepts.

Daniel M. Ogilvie, Assistant Professor. B.A., Ph.D., Harvard University. Present research interests include social and personality development, the unconscious, group dynamics, and personality assessment.

Lawrence A. Pervin, Professor and Associate Dean. B.A., Queens; Ph.D., Harvard. Present interests include clinical psychology, personality theory and assessment, the fit between the individual and his environment, educational environments.

Seymour Rosenberg, Professor. B.S., Citadel; M.A., Ph.D., Indiana. Present interests include the conceptions of personality structure and of mental illness as held by various socioeconomic groups, therapy patients, and famous novelists and writers; language and communication; the use of mathematical models in social psychological theory.

Silvan S. Tomkins, Professor. B.A., M.A., Ph.D., University of Pennsylvania. Present interests include the study of human emotions, ideology and personality structure, the role of emotion in cigarette smoking, and personality assessment.

Lawrence M. Ward, Assistant Professor. A.B., Harvard; Ph.D., Duke University. Present research interests include foundations of psychological measurement; binocular vision, especially interocular rivalry; perception and judgment of size and distance of objects in space; determination of the dimensions of the behavioral environment; psychological aspects of human-environment interaction.

Courses

PSYCHOLOGICAL TOPICS (Cr. 4, 4)

02:830:107, 108

Staff

The focus of the first semester will be on increasing the students' self-understanding by intensive work in motivation, personality theory, personality assessment, abnormal behavior, and psychotherapy. The second semester will be devoted to a survey of issues in learning, language development, perception, thinking, genetics, and social psychology. **One or both semesters of this course or an equivalent is a prerequisite for most other psychology courses.**

CONTEMPORARY PSYCHOLOGICAL CONCEPTS AND THE BLACK EXPERIENCE (Cr. 4)

Gary

02:830:109

Prerequisite: Credit in Psychological Topics (107).

Selected psychological principles and concepts will be discussed in terms of their usefulness in enhancing our understanding of the Black experience in America. Special attention will be given to the social and cultural factors that influence personality development and the Black life style. Psychological research concerning racial comparisons will be critically evaluated in terms of conceptual appropriateness, relevance, adequacy of data interpretation, and a priori assumptions of the researcher.

INTRODUCTION TO SOCIAL PSYCHOLOGY (Cr. 4)**02:830:110**

Staff

Prerequisite: Credit in Psychological Topics (107).

Several topics of current research interest in social psychology will be examined in a lecture format. Emphasis will be placed on the relevant theoretical formulations and their empirical foundations. The course will consist of a broad survey of areas of interest in experimental social psychology. In addition, a brief comparison of sociological and psychological approaches to social psychology will be considered. Examples of topics to be covered are impression formation, attitude change, attraction, aggression, social interaction, group behavior, etc. Designed for nonmajors who want to learn about this field.

PREJUDICE AND CONFLICT (Cr. 4)**02:830:204**

Gary

Prerequisite: Credit in two semesters of psychology.

A survey of social psychological knowledge pertaining to the development and consequences of inter-ethnic and inter-racial attitudes as they affect current events. Special emphasis will be placed on analysis of group dynamics occurring within the classroom as well as the collection of relevant data from the college and nearby communities.

SOCIAL PSYCHOLOGY (Cr. 4, 4)**02:830:205, 206**

Ashmore

Prerequisite: Credit in two semesters of psychology. 215 is recommended as a concomitant of 205.

This course is an introduction to selected topics and methods in social psychology designed primarily for psychology or social science majors. Examples of topics that may be considered are: impression formation; factors affecting rates of interaction in small groups; the structure and development of attitudes; personality structure and social interaction; and competition and conflict. Students will conduct a series of laboratory and field studies relevant to the topics under consideration in order to acquaint them with the empirical methods and techniques of social psychology.

QUANTITATIVE METHODS (Cr. 4, 4)**02:830:215, 216**

Ward and Staff

Prerequisite: For 215, one year of college math or permission of instructor; for 216, 215 or its equivalent, or permission of the instructor.

An introduction to the quantitative methodology of psychology. The first semester will consist of a survey of elementary probability theory, descriptive and inferential statistics, and research design. In the second semester, examples of various other applications of mathematics to psychology will be discussed. Emphasis will be on the construction of mathematical models of psychological and social processes and structures. Possible topics are measurement theory, information theory, game theory, computer simulation.

INDEPENDENT STUDY A (Cr. 4, 4)**02:830:221, 222**

Staff

Prerequisite: At least two courses in psychology and consent of a specific faculty member to supervise your work. Consent must be obtained prior to registration for the course.

HUMAN EXPERIMENTAL PSYCHOLOGY (Cr. 4) **02:830:254**

Ward

Prerequisite: Credit in Psychology 108, 215, their equivalent, or permission of the instructor.

A laboratory course emphasizing three areas in human experimental psychology; sensory processes, perceptual organization, and thinking and problem solving. Within each area, a few special topics will be covered in depth. Possibilities are: in sensory processes-threshold and signal detection theory, psycho-physics, information theory and channel capacity; in perceptual organization-binocular vision (esp. rivalry), illusions, motivational and other influences on perception, response system processes in perception; in thinking and problem solving-recurrence in thinking and memory, set in perception and problem solving, algorithms for creative problem solving.

PSYCHOLOGY OF ABNORMAL BEHAVIOR (Cr. 4) **02:830:263**

Pervin and Staff

Prerequisite: Credit in Psychology 107.

A survey of theory and research on neurotic, psychotic and forms of psycho-pathology.

PSYCHOLOGY OF PERSONALITY (Cr. 4) **02:830:272**

Staff

Prerequisite: Credit in two semesters of psychology.

A survey of the major systems of personality (e.g., psychoanalytic theory, social learning theory, trait theory). Such topics as personality structure, personality dynamics, development, and change will be considered.

PSYCHOLOGICAL DEVELOPMENT FROM BIRTH TO ADOLESCENCE (Cr. 4) **02:830:279**

Gary

Prerequisite: Credit in Psychology 107-108.

A survey of the factors affecting the growth, maturation, and personality development of the human organism. Physical, cognitive, and social development from infancy to adolescence will be emphasized as resulting from the interaction of environmental and hereditary factors. In conjunction with the didactic materials, students will be expected to devote some time to working with children in Head Start programs, day-care centers, neighborhood houses, etc.

PROBLEMS OF ADOLESCENCE IN CONTEMPORARY SOCIETY (Cr. 4) **02:830:281**

Staff

Prerequisite: Credit in 107-108; Credit in 279 strongly recommended.

A survey of theories of development, with special emphasis on the period of adolescence. Those theories that emphasize cultural and social factors (e.g., Erikson, Lewin, Heider, Bandura, etc.) will be compared with contemporary social critics who focus on problems of adolescence in our society. Where appropriate, adolescent life styles of various ethnic and racial groups will be compared.

THEORIES AND FACTS OF MOTIVATION (Cr. 4) **02:830:303**

Staff

Prerequisite: Credit in 3 semesters of psychology.

An intensive survey of the field of human motivation. Topics will include homeostatic concepts, hedonic and activation theories, conflict and stress, anxiety, and social motivation.

PSYCHOLOGICAL APPROACHES TO SOCIAL PROBLEMS (Cr. 4)**02:830:315**

Ashmore

Prerequisite: Credit in 110 or 205.

This course will cover psychological research and theory bearing on a number of the major problems confronting the social sciences. The topics to be covered are prejudice and inter-group strife, political processes (political socialization, voting behavior, the radical right and new left), criminal sanctions and the penal systems. The emphasis will not only be on understanding the significant contemporary problems but also on evaluating suggested remedies. A brief sample of readings to be covered include: **The True Believer**, by Eric Hoffer; **The Crime of Punishment**, by Karl Menninger; **The Nature of Prejudice**, by Gordon Allport.

PERSONALITY AND INTER-PERSONAL BEHAVIOR (Cr. 4)**02:830:338**

Ogilvie

Prerequisite: Permission of instructor with application form obtained at department.

A concrete introduction to the psychology of personality, the structure and dynamics of small groups, the formation and development of group cultures. Members of this course constitute themselves into a self-analytic group which analyzes its own processes in relation to the personalities and roles of its members.

PSYCHOLOGY OF LANGUAGE AND COMMUNICATION (Cr. 4)**02:830:365**

Rosenberg

Prerequisite: Credit in three semesters of psychology.

Topics to be considered include: the structural properties of language; speech perception; language acquisition; verbal and non-verbal communication. The course will require the student to engage in research and report in writing on some of these topics.

JUNIOR SEMINAR (Cr. 4)**02:830:397**

Staff

These seminars are intended to allow the in-depth study of selected problems. The content and instructors will change from semester to semester. In general, they presuppose at least two or three courses in psychology, and require the instructor's permission to register. Check the most recent registration materials for an example of the topics covered.

SEMINAR IN DEVELOPMENTAL PSYCHOLOGY (Cr. 4, 4)**02:830:441, 442**

Staff

Designed for junior and senior majors to permit intensive consideration and development of specific problems. Students would typically be expected to engage either in empirical research on a developmental problem or to produce an extensive library research paper. Check the current registration materials for specific information about course content.

SEMINAR IN SOCIAL PSYCHOLOGY (Cr. 4, 4)**02:830:445, 446**

Staff

Designed for junior and senior majors to permit intensive consideration and development of specific problems. Students would typically be expected to engage either in empirical research on a social psychological problem or to produce an extensive library research paper. Check the current registration materials for specific information about course content.

SEMINAR IN EXPERIMENTAL PSYCHOLOGY (Cr. 4, 4)**02:830:455, 456**

Ward

Prerequisite: Credit in three semesters of psychology.

Designed for junior and senior members to permit intensive consideration and development of specific problems. Students would typically be expected to engage in empirical research on a specific problem in experimental psychology or to produce an extensive library research paper. Topics will generally be in the area of human experimental psychology, i.e., perception, cognition, thinking, verbal learning, language, etc. Check the current registration materials for specific information about course content.

SEMINAR IN PERSONALITY RESEARCH AND DYNAMICS (Cr. 4, 4)**02:830:461, 462**

Staff

Designed for junior and senior majors to permit intensive consideration and development of specific problems. Students would typically be expected to engage either in empirical research on a personality research and dynamics problem or to produce an extensive library research paper. Check the current registration materials for specific information about course content.

INDEPENDENT STUDY B (Cr. 4, 4)**02:830:496, 497**

Staff

Prerequisite: At least two courses in psychology and consent of a specific faculty member to supervise your work and junior standing or higher. Consent must be obtained prior to registration for the course.

PUERTO RICAN STUDIES

Puerto Rican Studies is designed to provide a comprehensive program of study based on three major components: (1) history, culture and political development of Puerto Rico; (2) social, political, and economic development of the Puerto Rican community on the mainland, and the interrelationship between the mainland community and the island; and (3) Puerto Rican literature and artistic expression.

Students wishing to major in Puerto Rican Studies will design their course of study with the program chairman. Courses, a minor, or a major in Puerto Rican Studies will support and enrich a major in the social sciences, natural sciences or the humanities.

For Puerto Rican students, Puerto Rican Studies is designed to affirm Puerto Rican consciousness from a sound knowledge base. Students planning professional careers related to the urban setting, and interested in acquiring an understanding of the culture, history, and traditions of the Puerto Rican, will benefit from courses in Puerto Rican Studies.

Puerto Rican Studies Committee

Maria Josefa Canino, Associate Professor and Chairman of Puerto Rican Studies.

Luis Garcia, Instructor in Puerto Rican Studies.

Brian Blake, Assistant to the Dean, Student Affairs.

Victor Fernandez-Fragoso, Assistant Professor of Comparative and Foreign Literature.

Phillip L. Garcia, Assistant Dean and Director of Academic Services.

Willie Hernandez, Student.

Hilda Hidalgo, Assistant Professor of Community Development.

Walter Martinez, Chairman, United Puerto Rican Students.

Edward Ortiz, Associate Professor of Community Development.

Elias Reyes, Student.

Faculty

Maria Josefa Canino, Associate Professor and Chairman. B.A., City College, City University of New York; M.S., Columbia University.

Luis Garcia, Instructor and Assistant to the Chairman, Puerto Rican Studies. B.A., M.A., American University.

Juan Angel Silen, Assistant Professor. B.A., M.A., University of Puerto Rico. Author of: **Hacia Una Vision Positiva del Puertorriqueno**, **Lares-Apuntes Para Una Historia, La Guerrilla Civica**.

Magdalena Miranda, Assistant Professor. B.A., Hunter College; M.A., Columbia University.

Victor Fernandez-Fragoso, Assistant Professor of Comparative and Foreign Literature. B.S., University of Puerto Rico; M.A., A.B.D., University of Connecticut.

Hilda Hidalgo, Assistant Professor, Department of Urban Studies and Community Development. B.A., University of Puerto Rico; M.A., Catholic University of America; M.S.W., Smith.

Edward Ortiz, Associate Professor, Department of Urban Studies and Community Development. B.A., City College, City University of New York.

Courses

PUERTO RICAN HISTORY (Cr. 4, 4)

02:836:101-102

Silen

Prerequisite: Reading proficiency in Spanish.

Pre-Columbian to 1898. The Indian, Spanish and African; their contribution and influence in the history of the island. The four centuries of Spanish rule, emphasis will be given to the formation of the Puerto Rican people and the events leading to El Grito de Lares; the Puerto Rican society in the 19th century autonomism, and the American take-over.

From 1898 to the recent years of 1968-70. The course will include the first 20 years of North American domination, the break down of the coffee economy, and the imposition of a sugar economy. In the "30's" national unrest and the development of the Popular Party; In the "40's", we will study the Populare's Operation Bootstrap, industrialization, and social conflict. The "60's" will include the national insurrection, the electoral defeat of the PPD, the organization of FUPI and MPI, and the significance of the new struggle for self-determination.

PUERTO RICAN CULTURAL PATTERNS (Cr. 4)

02:836:200

Fernandez-Fragoso

Prerequisite: Reading proficiency in Spanish.

This course will concentrate on Puerto Rican cultural patterns as shaped by the Indian, African, and Spanish influences. The students will, by the end of the course, understand the origin and development of Puerto Rican cultural patterns as well as their modification on the island and the mainland. Selected patterns will be focused upon: the family, religion and morality, race and race relations, male and female roles and expectations, and perceptions of institutions and authority.

POLITICS OF PUERTO RICO (Cr. 4)

02:790:219

Garcia

Analysis of the politics of the island, with particular attention to independence movements, considered in a comparative framework. Topics include historical development of independence groups, the social and economic influences on Puerto Rican politics, and theories of political modernization and development.

SEMINAR ON PUERTO RICAN COMMUNITY ISSUES (Cr. 4)

02:836:202

Canino

Prerequisite: Credit in Puerto Rican Community Life or The Urban Poor.

Class will discuss issues confronting the Puerto Rican community and determine which to analyze in depth. Issues selected such as housing, education, community organization, political development, national identity, etc. will be examined through the students' experiences, selected readings, and field study in a New Jersey town of the student's choice. The student is expected to become sufficiently familiar with the issues discussed, to recommend and analyze plans of action.

SPANISH FOR NATIVE SPEAKERS (Cr. 4)

02:940:275

Staff

Intended for students for whom Spanish is a native language. As a result of the course, the students will be expected to develop a style, gain reading proficiency and develop competence in the use of oral Spanish.

THE ECONOMY OF PUERTO RICO (Cr. 4)**02:220:210**

Staff

Prerequisite: One course in economics or consent of the instructor.

The course will examine the structure and performance of the Puerto Rican economy, especially since 1940. Particular emphasis will be given to the role of government in promoting economic development in various sectors of the economy, such as agriculture, manufacturing, mining, tourism, and construction, along with specific issues such as unemployment, savings, capital formation, taxation. The course will also examine the economic implications of Puerto Rico's current political status and of the proposed alternative political statuses.

THE PUERTO RICAN MIGRATION TO THE UNITED STATES MAINLAND (Cr. 4, 4)

Miranda

02:836:301-302

Prerequisite: Credit in Puerto Rican Cultural Patterns, or Puerto Rican History, or Puerto Rican Community Issues.

The Puerto Rican migration to the United States mainland will be analyzed and examined in some depth. The student will obtain a working knowledge of the island to mainland migration from historical, sociological, and economic perspectives. The class will (a) conduct field research of selected New Jersey areas in order to determine specific cause and effect relationships, (b) gather project data for the prospective New Jersey communities and (c) assess economic and social changes experienced by the communities.

SOCIOLOGY

Sociology focuses on the social arrangements which affect people's behavior and life chances. The Livingston department will give special attention to problems of comparative social arrangements with particular emphasis to life in industrial, urban and modernizing societies. The American experience will be analyzed and examined not only in terms of internal processes but as the United States relates to other societies in development and transformation. The emphasis will be on applied research intended to design systems to enhance social change. Course work and department research will be oriented toward application and innovation as well as systematic theory.

Faculty

Irving Louis Horowitz, Professor and Chairman. B.S.S., City College of New York; M.A., Columbia; Ph.D., Buenos Aires. Principal Investigator, Studies in Comparative International Development. Editor-in-Chief, **Transaction Magazine**; editor, **Studies in Comparative International Development**; recent books: **Revolution in Brazil: Politics and Society in a Developing Nation**; **Three Worlds of Development: The Theory and Practice of International Stratification**; **The Rise and Fall of Project Camelot**; **Professing Sociology: The Life Cycle of a Social Science**.

Harry C. Bredemeier, Professor and New Brunswick Chairman of Sociology. B.A., Cincinnati; Ph.D., Columbia. Social theory. Co-author, **Social Problems in America and The Analysis of Social Systems**.

Abraham Bekele, Instructor. Haile Selassie I University; B.A., Rutgers. African nation-building.

W. Aggrey Brown, Instructor in Political Science and Sociology. B.A., Hamline University, St. Paul, Minn.; Ph.D. Program, Princeton. Political Sociology; class, race and politics in the Caribbean. Author of "Theories of Racism and Strategies of New World African Liberation."

James D. Cockroft, Associate Professor. A.B., Cornell; M.A., Stanford; Ph.D., Stanford. Latin American society and history, sociology of development. Author of "Venezuela: Class Stratification and Revolution;" "Intellectual Precursors of the Mexican Revolution;" "Venezuela's Fidelistas: Two Generations;" co-author, **Political Economy of Underdevelopment in Latin America**.

John R. Gillis, Associate Professor of History. A.B., Amherst College; Ph.D., Stanford. European social history and comparative history of youth groups and movements. Author of **The Prussian Bureaucracy in Crisis, 1840-1860: The Origins of an Administrative Ethos**. Now engaged in preparing a social history of age groups in Germany and England since 1750.

John W. Gotsch, Instructor. B.A., Hobart College, Geneva, New York; M.A., New York University. Puerto Rican life. Author of a monograph on "Puerto Rican Leadership in New York."

Stanley S. Guterman, Assistant Professor. B.A., Chicago; Ph.D., Columbia. Personality and social structure, political sociology, social movements, race relations. Author of **The Machiavellians: A Social Psychological Study of Moral Character and Organizational Milieu**; "The Americanization of Norwegian Immigrants: A Study in Historical Sociology."

Dale L. Johnson, Associate Professor. B.A., San Francisco State; M.A., Ph.D., Stanford. Author of **Political Economy of Underdevelopment in Latin America: Underdevelopment and Development**.

John C. Leggett, Associate Professor. B.A., M.A. in Sociology, M.A. in Political Science, Ph.D., University of Michigan. Political sociology, social stratification, the working-class community. Author of **Class, Race, and Labor**; **Race, Class and Politics** (pending); "Economic Insecurity and Workingclass Consciousness."

Martin Oppenheimer, Associate Professor. B.S., Temple University; M.A., Columbia University; Ph.D., University of Pennsylvania. Political sociology, complex organizations, collective behavior, minorities. Author of **A Manual for Direct Action**; **The Urban Guerrilla**; **The Black Movement: A Social History of Protest in the 60's**; editor, **The American Military**.

John C. Pollock, Assistant Professor of Sociology and Political Science. B.A., Swarthmore College; M.P.A., Maxwell School, Syracuse University; Ph.D., Stanford. Role socialization, political elites, political development. Author of "Political Elites in Maharashtra," "Elite Businessmen in Bogata," "The Violence in Colombia: A Challenge to Political Elites?"

Harriet B. Presser, Assistant Professor. B.A., George Washington; M.A., North Carolina; Ph.D., University of California at Berkeley. Demography. Author of "The Role of Sterilization in Controlling Puerto Rican Fertility;" "Voluntary Sterilization: A World View;" "The Timing of the First Birth, Female Roles, and Black Fertility;" and **Sterilization and Fertility Decline in Puerto Rico**. Currently doing research on the role and fertility patterns of urban women.

Mary Symons Strong, Assistant Professor. B.A., Oberlin; M.A., Cincinnati; M.A., Alberta. Research on changing identities and values of the Negro middle class.

Lee J. Weiner, Instructor. B.Sc., University of Illinois; M.S., Loyola University, Chicago; M.A., Northwestern. Author of "Revolution as a Problem in Labeling," and **The Substance of Radical Styles**.

Courses

THE SOCIOLOGY OF STUDENT LIFE (Cr. 4) 02:920:101

Staff

Emphasis on the sensitizing nature of social concepts and the importance of careful research investigation in the effort to understand the student role. The primary goal is to encourage each student to analyze his own social situation.

MINORITY GROUPS IN AMERICAN SOCIETY (Cr. 4) 02:920:108

Gotsch

In this course we will compare the experiences of racial and ethnic groups in American society. We will also focus on the contemporary movements of minorities for greater power in the society. Attention will be given to the utility of conceptualizing youth as a minority group.

SOCIAL CLASS (Cr. 4) 02:920:111

Staff

In this course attention will be given to the development of social class in Western society; the relevance of the concept of class will be assessed in terms of understanding contemporary society. We will bring to bear some of the theoretical notions of such thinkers as Marx, C. Wright Mills, and Ralf Dahrendorf.

SOCIAL PROBLEMS AND DEVIANCE (Cr. 4) 02:920:119

Staff

A review of various theories of social problems, disorganization, and deviance. Selected topics such as juvenile delinquency, prisons, "crimes without victims," and others will be examined and attention will be given to efforts at reforms and solutions, and their political consequences.

- SOCIAL MOVEMENTS IN AMERICA (Cr. 4)** 02:920:150
 Oppenheimer
 An analysis of American social movements including populist, working class, and minority movements within the framework of the "sociology of collective behavior." The special character of protest and radicalism in technologically-advanced societies, and the structure of both left and right-wing movements in the contemporary world, will also be covered.
- LEARNING TO LOOK: INTRODUCTORY SOCIOLOGY** 02:920:220
 Weiner
 An introduction to the science and art of the sociological perspective from case studies of societies, organizations, and social change.
- MASS COMMUNICATION IN MODERN SOCIETIES (Cr. 4)** 02:920:205
 Strong
 An analysis of the role of the press, radio and television in the formation of public opinion, tastes, and political consensus and opposition. Problems of suppression and distortion of news, the meaning of the underground press, and the rise of new forms of communication.
- WORLD POPULATION: PROBLEMS, PROSPECTS AND POLICY (Cr. 4)** 02:920:206
 Presser
 The focus of this course will be on the determinants and consequences of population growth in developing and industrialized countries. Changes in fertility, mortality, and migration will be viewed in relation to changes in the social and political structures of different societies. The past demographic experience of today's industrialized countries will be compared with the present demographic experience of today's developing countries. In this context, we will assess what is problematic about population growth, what the prospects are for the future, and what the implications of present trends are with respect to policy.
- THE SOCIOLOGY OF WOMEN (Cr. 4)** 02:920:216
 Strong
 An analysis of the role of women in traditional and modern societies with special emphasis on childhood and socialization, education, occupational and work roles, family, marriage, and parent roles, legal and political status, and movements for civil and personal rights.
- DRUGS AND SOCIETY (Cr. 4)** 02:920:217
 Staff
 Theories of drug use, abuse, and addiction, with comparisons and contrasts cross-culturally and historically. The development of a "drug subculture" will be analyzed, and legislative and judicial aspects of the drug issue will also be discussed. A variety of proposed methods of coping with drugs, and their potential consequences for society, will be analyzed. Will not be offered in 1971-72.
- SOCIOLOGY OF EDUCATION (Cr. 4)** 02:920:218
 Staff
 Attention will be given to the functions of school systems in terms of differentially distributing opportunities and perpetuating the integrating myths of a society. We will also focus on the politics of the public school system, attempting to utilize some of the models of community conflict to understand conflict over the schools.

- SOCIAL THEORY AND PUBLIC POLICY** (Cr. 4) **02:920:219**
 Staff
 In this course we will attempt to determine the extent to which social theory can provide guidelines in the formulation and implementation of social welfare policies.
- INDEPENDENT STUDY A** (Cr. 4, 4) **02:920:223, 224**
 Staff
- PUERTO RICAN COMMUNITY LIFE** (Cr. 4) **02:920:226**
 Gotsch
 An analysis and evaluation of Puerto Rican life.
- INDUSTRIAL SOCIETY** (Cr. 4) **02:920:235**
 Johnson
 Students are introduced to some of the main concepts of social science through examination of some of the principal structural features and problems of modern societies. Special emphasis upon class, power, and social change.
- SOCIOLOGY OF OPPRESSION** (Cr. 4, 4) **02:920:250, 251**
 Oppenheimer
 The study of commonalities and differences among various oppressed peoples, including Blacks, Jews, women and workers. The purpose of the course will be to attempt to develop a "sociology of oppression." The Fall semester will normally be devoted to the more theoretical, historical, and conceptual aspects of oppression, while the Spring semester (prerequisite: 250 or permission of the instructor) will be mainly oriented to field research.
- AFRICAN SOCIALISM** (Cr. 4) **02:920:305**
 Bekele
 Socialist ideas may be traced mainly to European sources of the eighteenth and nineteenth centuries. In African Socialism we shall examine the origins and agents of socialism, and African socialism as (1) a social phenomenon; (2) political and economic phenomenon; (3) a mythology of unity; and (4) its application in the preceding three categories. We shall also examine its practices as against the claims and the varieties of African socialists.
- NATION-BUILDING AND NATIONALISM** (Cr. 4) **02:920:309**
 Bekele
 Nationalism as a reaction against colonial rule may become an ideology of nation-building: (1) as its beginning; (2) how it is used by nationalists to create a nation; (3) its social, political and psychological impact; (4) national disintegration; (5) political and economic ramifications.
- DEMOGRAPHY OF MINORITY GROUPS IN THE UNITED STATES** (Cr. 4) **02:920:314**
 Presser
 Prerequisite: 206 or permission of instructor.
 This course will consider the relationship between social and economic factors and demographic factors and how this distinguishes such minority groups as females, blacks, Spanish-speaking Americans, Jews and Catholics.
- COMPARATIVE ANALYSIS OF COMMUNITIES** (Cr. 4) **02:920:318**
 Gotsch
 A comparison of types of communities in pre-industrial and industrial societies. Special attention will be given to social and cultural organization of contemporary urban, suburban, and non-metropolitan types.

SOCIAL PSYCHOLOGY (Cr. 4)**02:920:319**

Guterman

This course will focus on the interplay between the individual personality and various social institutions, with special emphasis on how social institutions shape personality. The institutions to be considered may include broad economic and social systems as well as more circumscribed social structures such as prisons. The personality-social institutions interaction will be viewed from the perspective of a number of academic disciplines, e.g., psychology, sociology, anthropology, political science.

HIGHER EDUCATION IN THE UNITED STATES (Cr. 4)**02:920:347**

Weiner

An attempt to examine the structure and processes of high schools and universities in the United States, focusing on their apparently contradictory though concurrent functions of: (1) preparing and credentialing people for productive roles in an already functioning social and economic system, and (2) preparing and credentialing people to act in ways that threaten the continued functioning of the existing social and economic system. Special attention will be given to the potential and actual conflicts within the university communities rooted in different ways of using and needing the university among people who are there.

ORGANIZED SOCIAL MOVEMENTS AND SOCIAL CHANGE (Cr. 4, 4)**02:920:362, 363**

Weiner

A comparative examination, focusing on 20th century revolutionary social movements in Russia, Germany, China, and America, which will explore: (1) styles and forms of cadre development and organization, and (2) methods of attaining State power in different social and economic contexts through the mechanism of organized social movements.

The second half of the course will deal primarily with: (1) problems and successes of implementing ideologically determined changes in social and economic structures through the mechanism of organized social movements, and (2) the implications of those problems and successes in implementation of programmatic changes for understanding the internal processes of social movement development.

POWER AND CHANGE (Cr. 4)**02:920:380**

Johnson

The course will cover four principal topics of "macro-sociology:" economy, class structure, and power in the United States; militarism and imperialism; sources of change; and strategies and tactical styles of the white left in the U.S. The course normally will lead into Soc. 481, but can be taken independently.

POLITICAL SOCIOLOGY (Cr. 4)**02:920:402**

Horowitz

The course will cover the practical and historical setting of political sociology, the organizational bases of political ideologies, the intersection of social class, and political participation in democratic and non-democratic processes, and social levels and social forms of political behavior.

CONTEMPORARY INTERNATIONAL DEVELOPMENT (Cr. 4)**02:920:403**

Horowitz

The course will focus on the "Third World" of Latin America, Asia and Africa, and cover such topics as ruralism-urbanism, classes and races in struggle, industrialism and modernization, militarism and legitimacy, revolution and counterrevolution, and the role of communism and capitalism in the Third World.

COMPLEX ORGANIZATIONS (Cr. 4)**02:920:480**

Oppenheimer

The study of formal organizations such as bureaucracies, including case material from the fields of labor, business, education, "total institutions," and politics.

SEMINAR IN POWER AND CHANGE (Cr. 4)**02:920:481**

Johnson

An examination of the class and power structures of advanced industrial societies in relation to the movement for change. The course examines the structural bases and strengths and weaknesses of systems of domination in relation to the bases, problems, and possibilities of contemporary reform and revolutionary movements. This course is the upper-level continuation of Soc. 380, but can be taken independently with permission of the instructor.

DEVELOPMENT AND UNDERDEVELOPMENT (Cr. 4)**02:920:485**

Johnson

Prerequisite: permission of instructor.

An examination of the structure of underdevelopment and of the principal approaches to development in the social sciences. The course attempts to develop an interdisciplinary perspective by focusing on such topics as "the development of underdevelopment," "dependency and imperialism," "class analysis," "functionalism and change," and "political development." (Offered as a graduate seminar in 1971-72.)

THE AMERICAN WORKING CLASS (Cr. 4)**02:920:489**

Oppenheimer

Developments among blue and white collar workers and working class movements; with specific implications for the American political system. (Offered as a graduate seminar in 1971-72.)

INDEPENDENT STUDY (Cr. 4, 4)**02:920:495, 496**

Staff

Related Courses**CLASS, STATUS AND POWER: ENGLAND SINCE 1750****02:510:455**

Gillis

The impact of industrialization, democratization, and total war on family patterns, generational conflict, education, and class consciousness in England from 1750 to the present.

URBAN STUDIES and COMMUNITY DEVELOPMENT

The offerings of this Division form an interdisciplinary array of subjects of study focusing on problems, activities, and approaches to action that are particularly characteristic or appropriate to urban communities. The emphasis is on systematic analysis of urban community activities and problems. The approach goes beyond descriptive urban studies into questions of urban community policy formulation and development through orderly planning, programming and strategy.

Three departments are entirely within this Division: the Department of Community Development, the Department of Urban Planning and Policy Development, and the Department of Geography. Other departments outside the Division may be members of the Divisional faculty. Ordinarily courses in this Division are taught by teams of faculty from different departments, disciplines, and backgrounds.

Students are provided great flexibility in defining their programs within this Division. Eight credits of urban and community development theory and eight credits of urban and community analysis are required. It is highly recommended that entering freshmen expecting to concentrate their studies in this Division take one or two of the urban-oriented interdisciplinary College Courses. Students in this Division are encouraged to study intensive conversational Spanish.

Apart from these minimal requirements and recommendations, it is possible to define a program suited to each student. Those who choose to design their own major within the Division will have full cooperation and assistance of a Divisional adviser. The following framework has been developed to guide such tailoring of programs. It is expected that programs will take into account the alternatives in three dimensions:

BASIC APPROACH	DISCIPLINARY FOCUS	FUNCTIONAL SYSTEMS FOCUS
Philosophical	General	General
Historical	Interdisciplinary Urban Studies	Politics and Government
Analytical	Community Development	Education
	Divisional Major with:	Health
	Anthropology minor	Social Services
	Black Studies minor	Housing
	Economics minor	Transportation
	Geography minor	Communications
	Political Science minor	Economy
	Psychology minor	Other
	Puerto Rican Studies minor	
	Sociology minor	
	Other minor	

Any one, or any combination of the above, is viewed as a legitimate area for a major in this Division. Some suggested major programs have been developed more fully by members of the faculty especially interested in those topics. Complete outlines and suggested courses for the following major programs are available from all Divisional advisers:

- General Urban Studies and Community Development
- Interdisciplinary Urban Studies
- Community Development
- Philosophical Foundations of Urban Community Development
- Urban Analysis
- Housing and Urban Renewal
- New Urban Governmental Forms
- Urban Education
- Urban Health (environmental and/or services)
- Urban Social Services

Urban Communications
Local Community Economics
General Divisional Major with Minors in:
Anthropology, Black Studies, Economics, Geography,,
Political Science, Puerto Rican Studies, or Sociology.

Faculty

Lawrence D. Mann, Professor. Chairman of the Division and Chairman of Urban Planning and Policy Development. A.B., M.C.P., Ph.D., Harvard. Formerly Ford Foundation Advisor to Chilean Government; Review Editor, **Journal of the American Institute of Planners** and formerly compiling editor, **Ekistics**. Author of **Planning Housing, and Social Relations in Urban Race Contact Areas; The Intra-Urban Hierarchy of Communities; Community Facilities and Urban Development Programming.**

Samuel E. Sanderson, Associate Professor and Chairman of Community Development. A.B., Clark University; M.A., University of Pennsylvania. Formerly, Director of the Office of Evaluation, N. J. Dept. of Education; Director of Institute for Community Development, HARYOU-ACT Inc.; Director, Division of Program Research and Evaluation, Community Development Agency, New York City Human Resources Administration. Author, "Needs of Institutionalized Mentally Retarded Populations," "Serial Analysis of Characteristics of Persons Awaiting Admission, at Pennsylvania State School and Hospitals"; **Manual for Program Evaluators.**

George W. Carey, Professor and Chairman of Geography. A.B., A.M., Ed.D., Columbia. Author of "Educational & Demographic Factors in the Urban Geography of Washington, D.C.," "Systems, Model Building and Quantitative Methods in Geography," "Linear Programming of Water Transfers in the New York Metropolitan Region," **Teaching Population Geography, Benefits from Integrated Water Management in Urban Areas—the Case of the New York Metropolitan Region.**

Department of Community Development

Jerome L. Aumente, Associate Professor. B.A., Rutgers University; M.S., Columbia University; Nieman Fellow, Harvard University. Formerly, Urban Affairs writer, **Detroit News**; Reporter, **Newark News**. Author, **Urban Challenge; Can the Cities Survive?** and numerous articles in **The Nation, Editor and Publisher, Quill, Architectural Forum, Think, City, and Public Management** magazines.

Judith May Brown, Instructor. B.A., Gordon College; M.A., The American University; Ph.D. (pending), Columbia University. Former Administrative Assistant, Peace Corps Training Programs. Researcher, New York City Planning Commission. Author, "Student Revolt in the United States," **Mankind** and "The Role of Parliament in Foreign Policy Decision-Making"; **Journal of Constitutional and Parliamentary Studies, India.**

Ramon Carrion, Jr., Assistant Professor. A.B., Rutgers University; J.D., Rutgers School of Law. Law Clerk to the Honorable John F. Crane of the Superior Court, Passaic County Court, Paterson, N. J.

Donald L. Clark, Associate Professor. B.S., Cheyney State College; M.S., Glassboro State College. Associate Executive Director, New Jersey Urban Schools Development Council.

Hilda Hidalgo, Assistant Professor. B.A., Universidad de Puerto Rico; M.A., Catholic University of America; M.S.W., Smith. Ph.D. candidate, Union Graduate School. Formerly, Director of Group Work and Tutorial Division. Child Service Association of Newark. Author, "Aqui se Habla Espanol: The Puerto Ricans in Newark, N. J."

Willa Johnson, Assistant Instructor. B.S., Hampton Institute. Formerly Assistant Director for Project Management, Durham, North Carolina.

Edward G. Ortiz, Associate Professor. B.A., City College of New York; Graduate work, New York University, CUNY. Formerly Housing and Model Cities Program Coordinator, U.S. Government, Office of Economic Opportunity.

Arthur L. Silvers, Associate Professor. B.S., New York University; M.B.A., Ph.D., (pending) University of Pennsylvania. Formerly Project Manager, CONSAD Research Corporation; Assistant City Economist, Philadelphia, Pa.; Consultant and Research Analyst, Mobilization for Youth. Author, "A Model Framework for Comprehensive Planning in New York City"; "Toward an Economics of Renewal Programming"; **The Effects of Public Investment: A Behavioral Model for Library Planning.**

Willie J. Smith, Associate Professor. B.S., Bishop College; B.D., Union Theological Seminary. Formerly, Director, Manpower, Career and Development, New York City; Youth Work Director, Washington, D.C.

Robert L. Taliferro, Assistant Professor. B.A., Wesleyan University; M.P.A., Princeton.

Ernest D. Washington, Assistant Professor of Urban Education. B.A., Southern Illinois University; M.A., Ph.D., University of Illinois. Measurement evaluation and curriculum in early childhood. Author of, "Correlation Between the Wide Range Achievement Test and California Achievement Test, Stanford Binet and Illinois Test of Psycholinguistic Abilities and Psychological Reports", "Rousseau or Voltaire in the Preschool in Education in the '70's".

Department of Geography

Baruch Boxer, Professor. A.B., Cornell University; A.M., Ph.D., University of Chicago. Far Eastern Studies and Geography. "Space, Change and Feng-shui in Tsuen Wan's Urbanization."

Felix Ferdinand Raymond, Instructor. B.A., University of British Columbia. Area of interest: geographic study of cities and urban systems.

Department of Urban Planning & Policy Development

Richard K. Brail, Assistant Professor. B.A., Rutgers; M.R.P., Ph.D., University of North Carolina. Formerly, Assistant Professor, Center for Urban Studies, University of Chicago. Author, "Is There Method in Madness"; "Human Activity Systems in Metropolitan U.S.A."; and **Activity System Investigations: Strategy for Model Design.**

Beverly Dunston, Associate Professor. B.S., Bucknell University; M.N., Yale University School of Nursing; Ed.D., New York University. "Helping the Pregnant Pica Practitioner Through Individual and Group Processes;" "Pica Practice; Its Relationship to Hemoglobin Level and Perinatal Casualties"; "Nursing Research: Its Challenges and Its Opportunities."

Salah S.M. El Shakhs, Assistant Professor. B.S., Architecture, Cairo; M.C.P., Ph.D., Harvard. Formerly, Director of General Planning, Greater Cairo Metropolitan Planning Commission; Lecturer in Urban Planning, Cairo and Alexandria Universities; Planner, the Public Corporation for Housing and Urban Development, U.A.R., Consultant to the Architects Collaborative, Cambridge; Tufts-New England Medical Center, Boston. Author of: **Development, Primacy, and the Structure of Cities; Urban Development in the U.A.R., Bridging the Gap: The Case for Regional Planning, National Factors in the Urban Development, Cairo, U.A.R.**

Susan S. Fainstein, Assistant Professor. A.B., Radcliffe College; A.M., Boston University; Ph.D., Massachusetts Institute of Technology. Research Associate, Center for Policy Research, N.Y. Institute for Community Studies, Queens College; Associate Editor, **International Organization**; Author, "Urban Planning and Political Value"; "The Political Evaluation of Educational Policies"; "American Urban Policy: A Critique"; and **Movement for Community Control of Schools in New York City**; editor, **Urban Social Policy and the Politics of Change.**

Marcia M. Feld, Assistant Professor. A.B., Brooklyn College; M.C.P., University of Pennsylvania; Ph.D. (pending), Harvard University. Formerly, consultant to the Institute for Community Studies, Queens College, CUNY, and to the New York City Mayor's Office of Education Affairs, Human Resources Administration. Author, **A New Approach to Education Planning**; **The New York City Capital Budget Process**; **The School Map Book**; **Funding Educational Parks**.

Brent B. Friedlander, Associate Professor. B.A., M.C.P., Yale; Ph.D. Columbia. Formerly, Planner, Harrison Ballard and Allen; Planner, New Haven, Connecticut, Redevelopment Agency. Author of "Planning Cities for a Free Society"; "Traffic Factors in the Regional City" (jointly); "Characteristics and Problems of Urban Renewal Programs in Northeastern New Jersey" (jointly); and **Planning and Community Appearance** (contributor).

George Hagevik, Assistant Professor. B.A., M.A., University of Washington; M.R.P., Ph.D., University of North Carolina. Formerly, Planner, Puget Sound Governmental Conference, Puget Sound Regional Transportation Study, King County Planning Department, Seattle, Washington. Author of **Decision Processes in Air Pollution Control**; "Legislating for Air Quality Management Reducing Theory to Practice"; "Urban Environmental Quality Management: Status and Prospect"; "Planning for Environmental Quality."

Thomas B. Hartmann, Lecturer. B.A., Princeton. Formerly, Assistant to the Commissioner, New Jersey Department of Community Affairs; Staff member, Governor's Select Commission on Civil Disorder; Associate Director, New Jersey Office of Economic Opportunity; Deputy Director, The North Carolina Fund.

James W. Hughes, Instructor. B.S., M.C.R.P., Rutgers University; Ph.D., (pending) Rutgers University; Author of "Systems and Planning Theory" (jointly); **Housing Costs and Housing Restraints** (jointly); **Leisure Market Studies** (jointly); "Equifinality in Major Urban Metropolitan Systems: A Cross Cultural Factor Analytic Study."

Ralph B. Johnson, Instructor of Urban Design. B.Arch., Howard University; M.C.P., Yale University; M.Arch., Yale University. Recipient of Housing and Urban Development Fellowship. Formerly, Director, Institute for the Study of Education Environments; Program Coordinator and Training Officer for the New Jersey Urban Education Corps; draftsman for William E. Burlock & Associates, Architects, and for Smith, Haines, Lundberg and Waehler, Architects and for Structural Clay Products.

Donald A. Krueckeberg, Associate Professor. B.S., Michigan State University; M.C.P., Ph.D., University of Pennsylvania. Author: "Some Mutual Developments in Budget Planning and Citizen Participation"; "A Multivariate Analysis of Metropolitan Planning" ; "Planning Behavior Remodeled."

Jerome G. Rose, Associate Professor. A.B., Cornell University; J.D., Harvard Law School; Member, New York Bar. Formerly, lecturer on housing and urban renewal at the New School for Social Research; member of the legal adviser to the Citizens' Project. Author of **The Legal Adviser on Home Ownership**; "Legal Points on Buying the Lot for Your Home"; "East, West, Home is Best."

Helen Icken Safa, Associate Professor. B.A., Cornell University; M.A., Ph.D., Columbia University. Formerly, Senior Research Associate, Youth Development Center, Syracuse University; Consultant, Inter-American Housing Center; Consultant, Research Office, Urban Renewal and Housing Administration, Puerto Rico; Consultant, Research Office, New York State Division of Housing. Author: "From Shanty Town to Public Housing"; "The Female-Based Household in Public Housing"; "The Social Isolation on the Urban Poor"; "The Matrifocal Family in the Black Ghetto"; "Education, Modernization, & National Integration"; "Puerto Rican Adaption to the Urban Milieu"; "The Poor Are Like Everyone Else, Oscar."

Norman Williams, Jr., Professor. B.A., Yale; Graduate Research Scholar, Cambridge; L.L.B., Yale. Currently Visiting Professor of Law, Rutgers; formerly, Executive Director, New Jersey Governor's Advisory Commission on Transportation. Director, Division of Planning and Chief of Master Planning Office, New York City; Systems Analyst, Plan for Rezoning New York. Editor, "Zoning and Planning Notes," **American City Magazine**; **The Structure of Urban Zoning**.

Sidney L. Willis, Lecturer. B.A., Geneva College; M.A., University of Chicago. Director, New Jersey Division of State and Regional Planning.

Adjunct Faculty

Joseph W. Durand, Adjunct Professor of Communications. Director, Rutgers University Division of Instructional Television.

Nathan Shoehalter, Adjunct Professor of Communications. Director, Rutgers University Bureau of Educational Radio & Television.

Courses

College Courses

URBAN ECOLOGY (See College Courses) **02:090:103**

POWER AND DECISION-MAKING IN URBAN COMMUNITIES **02:090:104**
(See College Courses)

THE URBAN POOR (See College Courses) **02:090:105**

THE BLACK EXPERIENCE IN AMERICA (See College Courses) **02:090:106**

CHINA AND THE THIRD WORLD (See College Courses) **02:090:134**

-O-Theory and Method

APPROACHES TO URBAN AND COMMUNITY DEVELOPMENT (Cr. 4, 4) **02:975:201,202**
Sanderson, Mann & Staff

Comparative analysis of methods and theories of urban development and of community development, including the development of new community structures. Concepts of development will be developed in social, political, economic and physical contexts. Included will be workshops, and forums for dialogue between students, community residents, and the University. Required of all divisional majors.

QUANTITATIVE METHODS OF URBAN & COMMUNITY ANALYSIS (Cr.4, 4) **02:975:205,206**
Silvers, McCollough & Staff

Overview of the methods and techniques of urban and community analysis, impending quantitative approaches to measurement and inference with reference to community questions and problems. A number of specific and currently used methods will be discussed and evaluated. There will be considerable emphasis on practical experience in carrying out several kinds of community study techniques. Required of all Divisional majors.

PROGRAM DEVELOPMENT, RESEARCH AND EVALUATION (Cr. 4) **02:975:208**
Staff

The objective is to give students the rudiments in methods of analysis, problem solving and program development. The students will explore methods of logic, qualitative and quantitative analysis. The main focus of the course is twofold: (1) The students will be exposed to methods of research immediately applicable to studies in this and other divisions. (2) The student will learn methods and principles of program development and proposal writing.

QUALITATIVE METHODS OF URBAN & COMMUNITY ANALYSIS (Cr. 4, 4) **02:975:209,210**
Staff

Presentation, discussion and practice in basic methods of factfinding and non-quantitative analysis in urban community studies. Emphasis will be on locating information from published and other public sources as well as basic interviewing and survey technique. This course is an elective, recommended as preparation for the required divisional course, 02:975:205,206.

- DEVELOPMENT & CHANGE IN THE CARIBBEAN** (Cr. 4) **02:975:303**
 Safa
 This course will cover the areas of black settlement in the Western Hemisphere, including the Caribbean, Northeastern Brazil, and the American South. These areas will be compared in terms of their common history of slavery, colonialism, and plantation agriculture, and will trace the impact of this historical background on present-day patterns of social organization, race relations, and political and economic developments. The unique, multi-racial, multi-ethnic nature of Caribbean society will be viewed within the framework of cultural pluralism, stressing the differing adaptation of black people to varying social situations in the New World.
- COMMUNITY STUDIES IN COMPLEX CULTURES** (Cr. 4) **02:975:304**
 Safa
 This course deals with the anthropological methodology of community studies as a way of studying complex, modern cultures. Advantages and limitations of the method will be explored. An attempt will be made to develop a typology of rural and urban communities in relation to societal stages of socio-economic development.
- URBAN PROBLEMS, POLICIES AND PLANNING** (Cr. 4) **02:975:305**
 Staff
 Similar in subject matter to 907:301 (see below) but with more intensive reading and extra sessions.
- BASIC METHODS OF URBAN PLANNING** (Cr. 4) **02:975:306**
 Staff
 Similar in subject matter to 970:302 (see below) but with more intensive reading and extra sessions.
- SOCIAL ASPECTS OF MODERNIZATION** (Cr. 4) **02:975:404**
 Safa
 This course will attempt to analyze the socio-cultural factors that influence the process of modernization and development, particularly in the Third World. Following a general introduction to the theories of culture change there will be an attempt to deal with health, housing, urbanization, rural development. Comparisons will be made between efforts in the United States and those in developing areas.
- LEGAL FOUNDATIONS OF URBAN PLANNING** (Cr. 4) **02:975:405**
 Rose
 Similar to 970:403 (see below) but with more intensive readings and required extra sessions.
- SEMINAR IN COMMUNITY ACTION** (Cr. 4, 4) **02:975:406,407**
 Staff
 In-depth study and analysis of community action techniques designed for such areas as education, housing, consumer affairs, and general political situations.
- PUERTO RICAN LIFE-STYLES AND THE AMERICAN URBAN EXPERIENCE** (Cr. 4, 4) **02:975:408,409**
 Hidalgo
 Prerequisite: Consent of instructor and demonstrated knowledge of the Spanish language. Study of Puerto Rican life-styles along a three-generation dimension of Puerto Ricans migrating to and living in continental United States urban areas. The aim is to provide an understanding of traditional and current ways of life and the resulting conflicts due to confrontation with the American experience.

-1-Governance & Polity

CONTEMPORARY POLITICAL STRATEGIES FOR CHANGE (Cr. 4)

02:974:216

Hartmann

This course will consider strategies and tactics ranging from conventional political activities to the call for sweeping and often revolutionary changes in American society. Within the range, such things as non-violent and violent urban collectives, citizen participation models, off-campus academic organizations such as those in Berkeley and the Bay Area, Black Panthers, Young Lords, and regular party politics will be analyzed. The course will be objective. It will not serve as a forum for those who have already decided on their own brand of change. It is impossible to consider political events without studying the various action oriented groups which are advocating substantive changes. The course is an attempt to provide an analytical framework.

COMMUNITY AND MUNICIPAL RELATIONS IN URBAN AREAS (Cr. 4)

02:975:311

Ortiz

This course examines the variety of problems presently facing Municipal Governments in responding to the needs of the changing communities in cities. Emphasis is placed on the forces, economic, social and political which shape these needs and which determine the capacity of city governments to respond effectively to them. The socio-economic and cultural factors which are crucial to the understanding of urban communities are analyzed in depth with specific emphasis given to the ethnic communities presently existing in New Jersey cities. Citizen Participation, Community Control and Bureaucratic Decentralization are topics of crucial importance and will be studied in detail using particular cities and programs in New Jersey as examples.

STRATEGIES FOR CHANGE IN MUNICIPAL GOVERNMENT (Cr. 4)

02:975:312

Ortiz

This course will examine the crisis of municipal government in the United States today. Underlying structural factors, along with economic and political forces which crucially affect this crisis will be analyzed. The different models of reform e.g. decentralization, will be studied in detail. Emphasis will be placed on the differing bureaucratic and political strategies presently being considered as necessary if significant change in municipal governmental effectiveness is to take place. A comprehensive analysis of the decentralization of the New York City school system controversy will be undertaken to help students understand the dynamics of institutional changes and the varied roles existing institutions play in the process.

THE METROPOLITAN REGION IN INTERNATIONAL PERSPECTIVE (Cr. 4,4) 02:975:313,314

El Shakhs

Overview of the physical, economic, political and social characteristics of metropolitan and megalopolitan urbanized areas in a number of different parts of the world, each in national and international perspective.

HISTORY OF PLANNED URBAN DEVELOPMENT (Cr. 4)

02:975:315

Staff

Similar in subject matter to 970:311 (see below) but with more intensive reading and extra sessions.

URBAN COMMUNITY DECISION STRATEGY (Cr. 4, 4)

02:975:316,317

Staff

Similar in subject matter to 970:312 (see below) but with more intensive reading and extra sessions.

THEORY OF URBAN AND REGIONAL PLANNING (Cr. 4) 02:975:366

Staff

Similar in subject matter to 970:312 (see below) but with more intensive reading and extra sessions.

BUREAUCRACY AND URBAN POLITICAL CHANGE (Cr. 4) 02:975:318

Talifiero

The problems of behavioral change from the bureaucratic point of view will be contrasted with the need for change from the community point of view. Questions of values, accountability, reorganization, re-interpretation of mission and procedural flexibility will be raised. Western and African systems of organizations will be discussed. Outside speakers will be present to give specific examples.

TOPICS IN PRACTICAL POLITICS: CAMPAIGN, 1971 02:975:384

Hartmann

This course is designed to give students a direct experience in political campaigns as participant/observers. Each student will be assigned to the campaign staffs of candidates in political contests. The students will keep daily logs after election day, analyze the results and compare experiences.

LEGAL SYSTEMS AND THE URBAN POOR (Cr. 4, 4) 02:975:415,416

Staff

Detailed analysis of Federal, State, and local legal systems in theory and their practical impact on the urban poor.

-2-Education

EDUCATIONAL SYSTEMS AND THE URBAN GHETTO (Cr. 4, 4) 02:975:220,221

Staff

Critical examination of elementary, secondary, and higher education institutions serving the ghetto. Analysis of educational legislation and its effects on the urban poor, as well as the local, State and Federal governments in relation to education for this group. Also included will be an analysis of most current issues in urban education.

OVERVIEW OF URBAN EDUCATIONAL ADMINISTRATION (Cr. 4, 4) 02:975:222,223

Clark

Exploration in some depth of various facets of problems resulting from the dilemma of economic and administrative efficiency vs. community and parent participation in the educational process.

-3-Health

HUMAN HEALTH IN URBAN ENVIRONMENTS (Cr. 4, 4) 02:975:231,232

Dunston & Hidalgo

Consideration of physical and mental health problems with specific emphasis on their manifestation in urban environments. Included will be an introduction to public and private health systems presently serving the ghetto and other local urban communities. The interrelations of these will be discussed, together with their relevance to resident needs.

MENTAL HEALTH, POVERTY, AND THE URBAN GHETTO (Cr. 4, 4) 02:975:235,236

Hidalgo, Walton & Staff

An introduction to the major theoretical orientations in mental health and their relation to the condition of poverty and to the urban ghetto resident. Special attention will be given to the disadvantaged child, to nonverbal behavior, and the present state of knowledge about mental health in an untreated urban population. They will be brought face to face with the real problems of mental health workers.

ENVIRONMENTAL POLLUTION AND PUBLIC POLICY (Cr. 4) 02:975:332

Hagevik

Although technical and scientific aspects of environmental pollution are reviewed in this course, primary emphasis is given to administrative, political, economic and legal considerations in environmental quality management. Topics covered include air and water pollution, solid waste disposal and noise control. Game situations, field trips within the immediate geographical area and various types of student participation will compliment formal classroom lectures.

ADMINISTRATIVE ASPECTS OF URBAN HEALTH (Cr. 4, 4) 02:975:333,334
Staff

From a functional definition of various kinds of urban health, the multiplicity of present administrative arrangements for these are discussed. Ways of improving the coherence and efficiency of health administration are discussed, with special reference to the model cities framework.

-4-Social Services

THE HUMAN ENCOUNTER AND SOCIAL SERVICES (Cr. 4, 4) 02:975:243,244
Hidalgo

A study of bureaucracy and its effect on the social services employee and on the service recipient. Exercises to sensitize students to the feelings of others in the dynamics of a service situation. Study of interviewing techniques and principles, together with an opportunity for students to practice these and other role-playing techniques with reference to services.

WELFARE SYSTEMS AND THE LOCAL URBAN COMMUNITY (Cr. 4, 4) 02:975:245,246
Hidalgo and staff

Historical roots of the present welfare system, including study of the major elements of welfare legislation, Federal and State. Use of case study method to examine the adequacy of the present services provided by the law, with special reference to urban black and Puerto Rican communities. Discussion of new approaches to public welfare.

POLITICS OF URBAN SOCIAL SERVICES (Cr. 4) 02:975:347
Fainstein

An examination of the condition of the poor and the causes for it. Analysis of proposed solutions, old and new, to the problem of poverty, including the War on Poverty, especially the community action program, and the federal welfare program.

-5-Housing

URBAN HOUSING AND RESIDENTIAL NEIGHBORHOODS (Cr. 4, 4) 02:975:251,252
Staff

Basic questions of activities and problems residentially focused at and by extension, their manifestations in local residential "neighborhood" communities.

ISSUES IN URBAN RENEWAL (Cr. 4, 4) 02:975:253,254
Staff

Problems resulting from public activities to replace low-income housing with that for higher incomes or by commercial or other activities; related questions of feasibility and desirability of residential upkeep and rehabilitation campaigns.

THE DYNAMICS OF URBAN HOUSING (Cr. 4, 4)**02:975:252,254**

Ortiz

Prerequisite: 253

This course is designed to develop in the student a broad based understanding of the housing crisis which is pervasive in urban areas within this region. Initial emphasis will be placed on the understanding of the underlying social, economic and political factors which are relevant to the condition of housing in cities. Population, poverty level, and ethnic factors will be analyzed in the light of their relevance to housing. A study of existing housing programs and their effectiveness will be made with emphasis on existing or projected programs in New Jersey cities. Programs discussed will include those in the Public Housing, Subsidized Housing, Model Cities and Urban Renewal categories. The role of building codes, zoning regulations, union regulations will be discussed. Housing bureaucracies will be studied and visited with the purpose of increasing the student's awareness of the problems facing existing government and non-governmental structures in meeting the need for better housing. Throughout the emphasis will be placed upon the underlying economic and political factors which influence the capacity of existing institutions to meet the challenge of the urban housing crises.

ADVANCED PROBLEMS OF HOUSING AND URBAN RENEWAL (Cr. 4)**02:975:454**

Rose

Analysis and evaluation of the urban renewal program and its effect upon the residents displaced thereby. Particular attention will be given to the problems and alternate methods of providing a decent home in a suitable living environment for residents of deteriorating urban areas.

-6-Transportation**ISSUES IN URBAN AND METROPOLITAN TRANSPORTATION (Cr. 4, 4) 02:975:261,262**

Brail

Examination of the impacts of systems of facilities and vehicles for moving people and freight within local urban communities and particularly at the metropolitan scale. Related examination of public subsidies involved. Elementary technical notions of trip generation and of investment criteria for public transportation in urban communities.

-7-Communications**MASS MEDIA, COMMUNICATIONS AND URBAN LIFE (Cr. 4, 4)****02:975:271,272**

Aumente

A study of traditional mass media—newspapers, magazines, books, advertising, television, radio and film—as well as alternate media, the underground press, community-controlled media, and innovative message-sending, through drama, music and the visual arts. Urban Communications in various forms from interpersonal contact to master plans, citizen boards or special presidential study commission will be analyzed. Objective: solid grounding in urban communications and mass media; the development of critical instincts in the information consumer, and analysis of the impact of information on urban society in terms of social, political, governmental, cultural, economic, educational and environmental concerns. Lectures, special presentations and guests. (Freshmen may take this course.)

SEMINAR IN COMMUNICATIONS, MASS MEDIA AND URBAN POLICY (Cr. 4, 4)**02:975:471,472**

Aumente

A seminar which analyzes the impact of communications and mass media on urban policy. Working individually and as a research team the seminar will undertake field work, readings and conferences with guests to explore selected urban issues in such areas as race relations, politics, government, community development, cultural, educational and environmental issues. Objective: improve present urban communications and create new, more relevant approaches whether the item is a commission, study, memo or the offerings of a television network.

WRITING SKILLS FOR THE URBAN STUDIES MAJOR (Cr. 4, 4) 02:975:273,274

Aumente and staff

Prerequisite: permission of the instructor

An intensive workshop, either tutorial or small seminar arrangement for majors who wish to correct basic writing deficiencies in their ability to communicate on urban topics. Students must submit samples of their present writing, and be prepared to undertake extensive writing assignments.

TELEVISION, RADIO AND FILM IN URBAN SOCIETY (Cr. 4) 02:975:276

Aumente

Examination of television, radio and film as they relate to urban society on such key urban issues as social relations, civil and human rights, race relations, education, the environment, community and metropolitan development, politics, government, citizen participation, and cultural interests. Faculty drawn from several disciplines will teach. Lectures, workshops, film screenings, and film study will examine the history, development, production techniques, and the social, cultural and political power of audio-visual media. Issues such as political image-making, community control of media, alternate media, cable TV, public broadcasting, media monitoring criticism and FCC license challenges as they relate to urban society will be reviewed. (Freshmen may take this course.)

MASS COMMUNICATIONS WORKSHOP IN THE METROPOLIS (Cr. 4, 4) 02:975:371,372

Aumente

Students working individually or in teams will undertake research and community action field work in urban communications and mass media (print, broadcast, film, the fine arts, music, etc.) in the central city, suburbs or metropolitan regions. Students will be encouraged to develop projects in cooperation with the faculty. They will meet periodically to analyze and share their experiences. Opportunities for field work include: public and educational broadcasting; cable TV; print and broadcast needs of community groups such as Model Cities; suburban action groups concerned with the environment; fair housing, drugs, etc.; health education, youth, ethnic and working class needs. Students may link projects with related studies or other courses.

-8-Economy

URBAN ECONOMICS (Cr. 4, 4) 02:975:281,282

Silvers

Overview of economic analysis of local urban communities including present and projected dynamics and structure of various economic activities. Discussion of basic approaches to the organization and rationalization of local economic activities, including concepts of "community corporations" and production consumer and other cooperative frameworks.

-9-Other Systems

INFORMAL SYSTEMS IN THE URBAN GHETTO (Cr. 4, 4) 02:975:291,292

Staff

Study of informal systems developed by urban ghetto residents as a response to deficiencies of formal systems in meeting their needs. Among the systems to be studied are: welfare, health, communications, education, law enforcement.

CONTEMPORARY URBAN TENSIONS (Cr. 4) 02:975:296

Smith

This course provides an historical approach to the psycho-political aspects of community organization and development. Emphasis will be placed on class presentation and outside projects, involving substantial reading.

DYNAMICS OF COMMUNITY ORGANIZATION (Cr. 4)**02:975:297**

Smith

The objective is to force the community participant to wrestle with his understanding of himself and of leadership, to expose the student to economic, social and political tyranny, and to provide the student with an understanding of community participation dynamics. Emphasis will be on the myths and illusions present in these phenomena and processes.

SPECIAL TOPICS IN URBAN STUDIES (Cr. 4, 4)**02:975:298,299**

Staff

- 01 GENERAL METHOD AND GOVERNMENT
- 02 EDUCATION
- 03 HEALTH
- 04 SOCIAL SERVICES
- 05 HOUSING
- 06 TRANSPORTATION
- 07 COMMUNICATIONS
- 08 ECONOMY
- 09 OTHER SYSTEMS

CONTEMPORARY CITY DYNAMICS (Cr. 4)**02:975:390**

Hartmann

Students in the course will be placed in a variety of urban programs through the placement opportunities developed by the Bureau of Community Services of University Extension. The work will be voluntary in nature. The course will meet once a week for a seminar type discussion. Each student will give a running analysis of his program. Outside experts and clients of programs will also be asked to participate in the discussions. The students will prepare final reports in which they will develop model programs based on their analysis. The experimental nature of the course is designed to involve students directly in the dynamics of the community.

SPECIAL TOPICS IN URBAN STUDIES (Cr. 4, 4)**02:975:398,399**

Staff

Prerequisite: Consent of Divisional Chairman.

Individual study and/or small group discussions of advanced subjects in urban studies and community development. May be taken more than once for credit.

- 01 GENERAL METHOD AND GOVERNMENT
- 02 EDUCATION
- 03 HEALTH
- 04 SOCIAL SERVICES
- 05 HOUSING
- 06 TRANSPORTATION
- 07 COMMUNICATIONS
- 08 ECONOMY
- 09 OTHER SYSTEMS

Staff

Prerequisite: Consent of Divisional Chairman

Individual study and/or small group discussions of advanced subjects in urban studies and community development. May be taken more than once for credit.

- 01 GENERAL METHOD AND GOVERNMENT
- 02 EDUCATION
- 03 HEALTH
- 04 SOCIAL SERVICES
- 05 HOUSING
- 06 TRANSPORTATION
- 07 COMMUNICATIONS
- 08 ECONOMY
- 09 OTHER SYSTEMS

Geography Department

CHINA AND THE THIRD WORLD (Cr. 4)

(See College Courses)

URBAN GEOGRAPHY (Cr. 4)

02:975:290

Raymond

An introduction to the geographic study of cities and urban systems. Theories of internal city structure and of urban-regional growth will be considered, and urban spatial patterns and processes will be examined.

GEOGRAPHICAL ANALYSIS OF HUMAN ENVIRONMENT (Cr. 4)

02:975:294

Boxer

The development of geographic thought; changing approaches to the study of location and area; the place of geography in the social sciences; geography and the study of man-environment systems.

City Planning Option Courses

URBAN PROBLEMS, POLICIES AND PLANNING (Cr. 3)

02:970:301

Staff

Introduction to the interrelated social, economic and physical problems of urban commercial, industrial, educational, recreational, air and water pollution, and police and fire protection question. Exploration of planning and policy development approaches to these conditions.

BASIC METHODS OF URBAN PLANNING (Cr. 3)

02:970:302

Staff

Overview of decision-making stages in planning: problem definition, research, policy formulation, programming, and project design. Elementary exercises in applying planning approaches to problems, emphasizing data sources, analysis and interpretation of information, and the formulation of coherent proposals for defined urban areas.

HISTORY OF PLANNED URBAN DEVELOPMENT (Cr. 3)

02:970:311

Staff

Development of urban forms at significant periods of history and from earlier prototypes. Fundamental physical relationships and aesthetic features as related to social, economic, and geographic conditions. Influences of utopian ideas, early Master Plan concepts, and practical objectives upon the planned forms of cities and regions.

THEORY OF URBAN REGIONAL PLANNING (Cr. 3)**02:970:312**

Staff

An introduction to modern planning theory including present forms of planning organizations and administrative methods. Purposes and objectives of modern plans and planning. The effect of modern technology upon planning methods. Objectives and physical form. Basic legal and historical background to modern zoning and planning instruments.

PLANNING AND POLICY DEVELOPMENT METHODS (Cr. 3, 3)**02:970:401,402**

Staff

Prerequisites: 02:970:301,302 or permission of the instructor

Complex urban problems and advanced planning and policy approaches to dealing with them. Plan development, programming and implementation field work, the operation of planning agencies will be included.

LEGAL FOUNDATIONS OF URBAN PLANNING (Cr. 3)**02:970:403**

Rose

Analysis and appraisal of the law of urban planning with emphasis upon the inter-relationships between socio-economic conditions and their manifestations in the legal and governmental systems.

SPECIAL PROBLEMS IN PLANNING AND POLICY DEVELOPMENT (Cr. 4)**02:970:404**

Staff

A seminar in special problems in urban planning and policy development dealing with advanced approaches to a variety of urban problems and their solutions. Emphasis will be on small group discussions, involving guest lecturers from a variety of backgrounds, and on original field and laboratory research by students.

URBAN TEACHER EDUCATION

The Education Department will concentrate on preparing teachers in the areas of early childhood and elementary education. These two areas were chosen because they are areas of great need and they offer the opportunity to become involved in education where the likelihood of affecting change is the greatest. This is not to imply a disinterest in secondary education but to suggest that preparation of secondary teachers will require fewer resources of the Education Department than preparation of elementary school teachers.

To give some indication of a student's projected course work in the Education Department, it might be useful to project what a student's course work might be like in elementary education. To begin with, all students will be encouraged to take a double major with a concentration in education and also in some other field of study. Hopefully through a double major students will be encouraged to bring the knowledge of another discipline to the applied area of education.

During the freshman year, students will be encouraged to take courses which give the student an overview of the field of education. Courses like Philosophy of Education, History of Education, Educational Systems in the Urban Ghetto or Sociology of Education will provide such an overview. During the first semester of the sophomore year students will be encouraged to take an introductory course in "Methods of Teaching Reading" and a practicum course in which the student learns to tutor children either in school or after school. The tutoring course must be taken concurrently with the reading course such that it is reasonable to expect that the children whom the students are tutoring will be no worse off than if they had not received the tutoring. During the second semester of the sophomore year students will begin to take the methods courses in remedial reading, mathematics, science, art, and social studies.

The crucial course during the first semester junior year will be the micro-teaching experience which will be required of students in early childhood, elementary and secondary education. The course will focus on teaching in small groups under close supervision. This course is designed to bridge the gap between the tutoring experience and the student teaching experience which comes later during the junior year. The micro-teaching experience should provide prospective teachers with an opportunity to observe students learning and to demonstrate how adjustments in curriculum can speed learning. In addition the small group situation will allow students to experiment with various methods of increasing motivation of their students.

The student teaching experience, if possible, should be taken during the second semester of the junior year or first semester of the senior year. The student teaching experience will be taken, if possible, in a classroom where the student has been tutoring or with a group of children with whom the student has been working. It is planned that placements in other than public schools are possible with private schools, store fronts, street academies, hospitals, prisons, etc., all providing possible placements for students who are interested. Having the students do their student teaching during their junior year or first semester senior year will allow them to finish their degree requirements with enough time remaining to take a paid semester in a situation where the students want to work. This arrangement will make available a large number of students on a continuing basis who are competent teachers who can act as change agents.

Completion of the above sequence of experience will carry with it certification as teachers in New Jersey. This certification is usually accepted on a reciprocal basis by other states.

Faculty

Ernest D. Washington, Assistant Professor and Chairman. A.B., Southern Illinois University; M.A., University of Illinois; Ph.D., University of Illinois. Preschool education and language reading development. Author of *Rousseau or Voltaire in the Preschool*, *Politicizing Black Children*, and *Stanford-Binet as the Basis of Preschool Curriculum*.

Bernard L. Charles, Professor and Associate Dean. A.A., Bergen Junior College; B.A., Fisk University; M.S., Yeshiva University. Training teachers in the area of emotional and social maladjustment with a major emphasis on working in urban centers. Author of **1969 First Revision Master Plan** of the Board of Higher Education for the City University of New York ,three volumes.

Jerome C. Harris, Instructor and Assistant to the Dean. B.A. Sociology, Rutgers; M.S., Urban Research, Rutgers. Institutional development as it relates to Black Americans in higher education.

Edward Hecht, Lecturer and Assistant Dean. A.B., Ohio University; M.Ed., National Teachers Corps, Temple University. White racism, urban education. Author of "One Curriculum for All?" and "Guidance Program for a Ghetto High School."

Spenser Jameson, Professor. B.A., City College of New York; M.A., New York City University. Training teachers in the area of juvenile delinquency with a major emphasis on working in urban centers.

Arlene Mantell, Assistant Professor. A.B., University of California; M.A.T., Brown; Ph.D. candidate, New York University. Development of curriculum materials for working with rural and inner city children.

Phillip L. Shew, Associate Professor. B.A., Grove City College; M.Ed., University of Miami; Ph.D., University of Virginia. Communications education; teaching reading in secondary school, college and adult settings; developing curricula for urban disadvantaged learners; psychological, philosophical and social considerations in teacher training. Co-editor, **University of Virginia Education Review, 1964-65. Teaching Reading Through Social Studies; Teaching Reading Through English.**

James Swalm, Professor. B.A., Trenton State College; M.Ed., Rutgers University. Training teachers in reading for urban elementary schools. Developing remedial procedures for urban children. Author of **Two Instruction Methods and Their Effect Upon Transfer in Reading and Speed Reading in the Elementary School.**

Mary Elizabeth Taylor, Instructor. A.B., Mount Holyoke; Candidate for M.Ed., Teachers College, Columbia University. Teacher preparation, early childhood education for urban children, the higher educational needs of students of a variety of cultural backgrounds.

Courses

TEACHING READING IN URBAN ELEMENTARY SCHOOLS (Cr. 4) 02:299:206

Swalm

This course is designed for students without any previous teaching experience whose professional goal is to teach at the elementary level in an urban setting. It will cover regular developmental reading, teaching methods for grades 1-6 with some emphasis on newer materials and procedures suitable for culturally different children.

EDUCATIONAL SURVIVAL TECHNIQUES (Cr. 4, 4) 02:290:215, 216

Jameson

Student workshop to explore and analyze the survival skills needed by pupils and teachers in an anachronistic urban school setting to "survive with dignity" until meaningful change can take place. It is hoped that the above analysis and explanation will provoke students to examine the survival skills college students themselves might need to survive in their current educational endeavors.

TEACHING READING IN URBAN SECONDARY SCHOOLS (Cr. 4) 02:299:224

Shew

This course is designed for future teachers of English, Social Studies, and other secondary school subjects who are concerned with improving the reading skills of urban junior and senior high school pupils. Besides direct improvement methods, the course will cover such topics as grading the difficulty levels of books and determining students' reading abilities.

INTRODUCTION TO PHILOSOPHY OF EDUCATION (Cr. 4) 02:290:280

Wheeler

The course serves as an introduction to a criticism of the views of some distinguished philosophers as they bear upon education. Theories of reality, knowledge, and value are examined in their relation to ends and means in education, human nature, subject matter, and method.

EDUCATIONAL PSYCHOLOGY (Cr. 4) 02:299:381

Staff

The course will focus on the variables which affect classroom learning. Major topics will include: Learning theories applied to education, transfer of training, operant approaches to learning, programmed instruction and testing.

INTRODUCTION TO EARLY CHILDHOOD EDUCATION (Cr. 4) 02:290:390

Washington

Provides an historical-contemporary survey of theory, practice and perspectives in the education of young children. Includes attention to differing cultural and educational orientations. Relates preschool education to learnings of the elementary school child.

MATERIALS AND METHODS IN TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (Cr. 4)

Staff

02:240:311

Examines the aims and development of science education in the primary school. Analyses the various sciences taught in the primary school. Approximately half of the course is devoted to methods used in these courses, the demonstration laboratory, project methods, use of visual aids and the field trips.

MATERIALS AND METHODS IN TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL

Staff

(Cr. 4)

02:240:313

The selection, organization, presentation, and application of mathematics in the elementary school.

SEMINAR IN SCHOOL AND COMMUNITY (Cr. 4) 02:290:415

Charles

The course will explore the relevance of school-community relations in the context of contemporary urban educational crisis. Issues to be explored include decentralization, community control, race relations, socio-economic forces, teacher unionism, politics, teacher training and related curriculum and school innovations. Major emphasis will be placed on the problem of race relations as the central problem area affecting the schools and the urban community.

STUDENT TEACHING (Cr. 9) 02:300:487

Staff

Observation of early childhood and elementary school teachers prior to the actual student teaching experience, student teaching in approved public early childhood and elementary schools under faculty supervision, and participation in final critique.

INDEPENDENT STUDY (Cr. 4)

02:290:495,496

Staff

MATERIALS AND METHODS IN TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

Staff (Cr. 4)

02:300:346

This course is designed for students without any previous teaching experience. It will prepare students to use various methods and materials for teaching social studies in urban elementary schools.

URBAN UNIVERSITY

The Urban University Department was created in 1969 to implement a special admissions program which allows educationally and economically disadvantaged students from the cities in which Rutgers is located to enter an undergraduate degree program in one of the colleges. Students from Piscataway Township may be admitted to Livingston under this program. Their academic program consists of one or more regular Livingston courses together with developmental courses given by the New Brunswick Urban University Department, which also serves Rutgers and Douglass Colleges.

Developmental Courses include those in the areas of English, mathematics, social sciences, and communication-reading. Through an interdisciplinary approach, the Urban University Department pursues two goals. The first is to develop the abilities of critical thinking, critical reading, and self-expression, which are of prime importance to the student's success in his academic career. The second goal is to help bring about a realization of self for the individual that enables freedom of thought and action.

Faculty

Eleanor Ross, Chairman. B.A., Rutgers University; M.S.W., Rutgers Graduate School of Social Work. Formerly, Deputy Director, Community Affairs Division, Metropolitan Applied Research Center; Staff Associate for Research and Evaluation of Education Program, Scientific Resources, Inc.; Director of Youth Training Project, Paterson Task Force.

Abraham Bekele, Teacher-Counselor. B.A., Rutgers University, Instructor in African Nationalism in Sociology Department, Livingston College.

Bennie Callier, Teacher-Counselor. B.A., Brooklyn College of the City University. Teacher in charge of P.S. 23 Summer Program; Teacher in Kingsborough Community College Upward Bound; Special Reading Program at P.S. 150; Childcare Worker at St. James Home for Boys.

Cheryl L. Clarke, Teacher-Counselor. B.A., Howard University. Teaching Assistant, Rutgers College; Research Assistant for Afro-American Studies, Livingston College; Graduate studies in English, Rutgers University.

Gordon L. Cox, Teacher-Counselor. B.A., California State College. Extensive work with communication theory and practice at San Francisco State in conjunction with Jefferson High School, Daly City, California.

Walter L. Davis, Counselor. B.A., St. Augustines College. Senior Group Counselor, Kilmer Job Corps Center; Attendance Counselor, Newark Board of Education; Psychological Counselor, New Jersey State Residential Manpower Center; Consultant, New Jersey Community Action Training Institute.

Henry Eng, Teacher-Counselor. A.B. Columbia University. Instructor in Upward Bound at Rutgers, extensive experience with Kilmer Job Corps; previously electrical and mechanical engineer with ITT; Instructor, Essex County College and Newark College of Engineering.

Charles Hayes, Teacher-Counselor. B.A., California State; M.A., Occidental College. Teacher for Special Project in Castro Valley School District; Fellow of the Coro Foundation. Co-authored report "Confrontation in Higher Education."

Karen E. Predow, Counselor. B.A., Douglass College, Rutgers-The State University. Teacher-Counselor, South Brunswick Migrant Education Program; Student-Counselor, Livingston College; Livingston Admissions Committee.

Eugene H. Robinson, Teacher-Counselor. B.A., M.A., Rutgers University. Teaching-Assistant/Instructor at Rutgers College in U.S. History, Recent American Urban and Black History.

Doris H. Reil, Counselor. B.A., Fisk University; Ed.M., Rutgers University. Elementary School Teacher, Plainfield, N.J., Teaching Assistant, Rutgers College and Graduate School of Education.

Barton Shepard, Teacher-Counselor. B.A., New York University. Instructor of English, Middlesex County College and Fairleigh Dickinson University; Director of Drama-Metuchen High School.

Judy Shepps, Teacher-Counselor. B.A., State University of New York at Stony Brook; M.A., State University of New York at Binghamton; Ph.D., Candidate in Sociology at Rutgers University. Senior Research Analyst on O.E.O. Project; Instructor in Sociology, University College.

James Swalm, Teacher-Counselor. B.A., Trenton State College; M.Ed., Rutgers Graduate School of Education. Instructor of graduate reading courses and supervisor of Reading Laboratory; completing doctoral work in reading at Rutgers Graduate School of Education.

Armin Wilson, Teacher-Counselor. B.A., M.A., Rice; Ph.D., Harvard. Research interests—drug chemistry, small ring compounds. Working on textbook in science for non-science majors.

Developmental Courses

THE DEVELOPMENT OF SELF IN SOCIETY (Cr. 4, 4)

10:090:021, 022

Bekele, Robinson, Shepps

The course explores the relationship between the growth of the individual and social institutions that he encounters in the process. The focus is on the specific ways in which the individual affects and is affected by the institution.

IDEAS IN CONTEMPORARY SCIENCE (Cr. 4, 4)

10:090:031, 032

Wilson

An understanding of modern scientific principles and characteristic features and directions of today's technological society are developed by the course using mathematics and scientific principles, and their application in the laboratory.

READING IMPROVEMENT I (Cr. 4, 4)

10:090:047, 048

Swalm, Cox, Hayes

(Permission of Instructor required.)

The course is designed to improve the comprehension skills, vocabulary skills and reading speeds of students. It will develop these skills through the use of relevant topics that deal with the problems experienced in urban living. The course is intended primarily for students experiencing problems in reading.

READING IMPROVEMENT II (Cr. 4, 4)

10:090:049, 050

Swalm, Cox, Hayes

(Permission of Instructor required.)

The course is designed to improve higher order comprehension skills, and selected study skills and techniques. It will begin with the development of critical reading, and understanding the internal development of articles and then apply these to the study skills. Reading speed will also be emphasized. The reading material will be taken from relevant topics.

STUDY SKILLS (Cr. 4, 4)**11:080:043, 044**

Swalm, Cox, Hayes

(Prerequisite: Completion of Reading Improvement II or permission of Instructor.)

The course will concentrate on the understanding of the study skills and their application to the different disciplines encountered in college. Studying in each of the major disciplines will be stressed for two weeks. Reading material will be taken from the different subject areas.

CONTEMPORARY IDEAS AND EXPRESSIONS (Cr. 4, 4)**10:350:031, 032**

Callier, Clark, Sheppard

The course is designed to develop writing and speaking ability by exploring the relationship between perception and writing. Theme writing serves as a basis for the development of grammatical abilities.

DEVELOPMENTAL MATH (Cr. 4, 4)**10:640:031, 032**

Eng, Strange, Wilson

This course is designed to provide the student with a solid foundation in Basic Algebra and at the same time sharpen his skill in handling Algebra so that he may be able to cope with math in later courses.

DEVELOPMENTAL MATH (ADVANCED) (Cr. 4, 4,)**10:640:033, 034**

Eng, Strange, Wilson

This course is designed to provide the student with a solid foundation in Intermediate Algebra as well as to prepare the student for the application of math in other disciplines, e.g., economics, sociology, psychology, etc.



GENERAL INFORMATION

ADMISSION

Livingston College is seeking students of excellence, who are curious, lively, challenging, and self-motivated. We know that these qualities can be expressed in many different forms, and we are therefore willing, even eager, to go beyond the traditional criteria for academic potential. High academic achievement in high school is one important criterion, but we are also seeking individuals who have shown their ability through activity in their community or in personal development outside the classroom. We will give substantial weight to an individual's independent work, unusual and creative interests, or service to society.

Livingston also has a commitment to locating and attracting many students who have the potential for excellence, but who have been disadvantaged by poverty and by inadequate prior schooling. The Livingston faculty will assist these students to obtain a relevant education.

REQUIRED ADMISSIONS DATA

All candidates are required to submit an application along with a ten dollar application fee and an encoding sheet in addition to the following required admissions data:

HIGH SCHOOL RECORD

High school records provide much information about students. They provide, for example, the subjects that students have taken, their over-all performance, and grade patterns. They also provide an evaluation of character and personality.

It is recommended that candidates applying by high school graduation should present at least 16 academic courses, a course being the equivalent of one year of work in a prepared subject meeting five times each week. These courses should be distributed as follows:

LIBERAL ARTS

English	4
College Preparatory Mathematics	3
Foreign Language	2
Additional Courses	7

AGRICULTURE AND ENVIRONMENTAL SCIENCE

English	4
College Preparatory Mathematics	3
Additional Courses	9

ENGINEERING

English	4
College Preparatory Mathematics (including one half year of Trigonometry)	4
Additional Courses	8

NOTE: Students desiring five-year programs in engineering must include two years of one foreign language as a part of their eight additional courses.

The additional courses are normally taken in social studies, sciences, and additional mathematics or foreign languages. Courses taken in areas other than the aforementioned, which are counted toward the high school diploma, are subject to the approval of the Committees on Admissions.

All candidates are required to take the Scholastic Aptitude Test of the College Entrance Examination Board and to request that the results be sent to the Livingston College Admissions Office. If students choose to take this test in their senior year, it is strongly recommended that they make arrangements to take the November, December, or January test. Tests taken after the January administration may arrive too late to enable the Committee on Admissions to give full consideration to the student's application for admission. It is suggested that students re-take the examination if they sat for it more than five years ago.

SCHOLASTIC APTITUDE TEST

To obtain information and application materials for the Scholastic Aptitude Test, students should write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. This information is usually also available at high school guidance offices. The application form for this test and required fee should be in the office of the College Entrance Examination Board at least four weeks prior to the date on which the student wishes to take the test. The College Board School Code for Livingston College is 2384.

Candidates who are presently attending another college or university or who have previously attended a college or university must submit a transcript of course work completed thus far and a list of courses planned for the remaining term. Upon completion of the spring term they must submit a final transcript to the Admissions Office by July 1. This is requested for purposes of determining advanced standing. Students who are not enrolled in a college at the present time must submit a transcript (s) of all previous college work completed. All transcripts should indicate the titles, numbers, and grades of courses completed and should be sent directly to the Admissions Office from the institution concerned.

COLLEGE RECORDS FOR TRANSFER APPLICANTS

Academic performance, honorable dismissal, and the feasibility of transfer are major factors considered when determining the admissibility of transfer applicants.

Alternate plans of admission are provided for those candidates whose preparation for college work is, for good reason, unusual in distribution of subjects studies. Candidates who are high school graduates and whose preparatory courses do not meet the formal requirements of 16 specified units, or candidates who were not graduated from high school but who have equivalency diplomas, and who show promise may be permitted to qualify under one of these plans.

CANDIDATES SEEKING ADMISSION BY AN ALTERNATE PLAN

Alternate Plan I

Candidates whose educational backgrounds do not meet the formal requirements of 16 specified units may apply for special consideration. If their academic credentials indicate college potential and they are admitted under this plan, their faculty advisers will, if necessary, work out with the students appropriate programs to insure that they will ultimately reach the full level of excellence expected of Livingston graduates.

Alternate Plan II

Candidates whose educational backgrounds do not meet the formal requirement of 16 specified units may apply for special consideration. If their academic credentials are of such a nature that their eligibility for admission cannot be determined without further evidence, they will be asked to take three Achievement Tests of the College Entrance Examination Board by the Committee on Admissions.

HOW TO APPLY	Applicants must first decide whether they wish to make single or multiple application to the University. Most candidates will find they are interested in applying to only one division, while others may wish to seek consideration from more than one division. Applicants who wish to apply to Livingston College only should complete the application indicating Livingston College as their choice and have their high schools send it along with the ten dollar application fee and full credentials to the Livingston College Admissions Office.
WHEN TO APPLY	New students will be enrolled at Livingston College in September of each year only. If applicants desire admission for September, 1972, they should submit application materials to the Livingston College Admissions Office, Rutgers University, New Brunswick, New Jersey 08903, between September 15, 1971, and February 1, 1972, to insure maximum consideration. Applications received after February 1, 1972, will be considered until such time that it appears space limitations preclude further consideration.
NOTIFICATION OF ACTION	First-year applicants to Livingston College will be notified of action taken by the Committee on Admissions between December 15 and April 15 if their applications have been received and are complete by February 1. The Committee will begin to review applications for 1971 as soon as they have become complete and will notify applicants soon after of their action. For applicants who appear to be clearly admissible this means early notification of acceptance. Transfer applicants can expect notification of action any time between May 1 and June 15. When admitted, freshman will have until May 1, 1972, to indicate whether they will or will not attend Livingston College. However, it is expected that with timely notification, students will reply as soon as they have made their decision regarding choice of college.
ADVANCED PLACEMENT	An accepted applicant who has had advanced work in one or more subjects before graduation from high school may be allowed advanced placement on the basis of the College Board Advanced Placement Examinations or other appropriate proficiency examination. Such advanced placement may be granted by the appropriate academic department. Information and an application form for the Advanced Placement Examinations may be obtained from the College Board Advanced Placement Examination, Box 592, Princeton, New Jersey 08540.
ADMISSIONS MATERIALS AND INFORMATION	All requests for information and materials concerning admission to Livingston College should be addressed to: Livingston College Admissions Office Rutgers University New Brunswick, New Jersey 08903

TUITION AND FEES

The uncertainty of present day costs makes it necessary for the University to reserve the right to alter the schedule of tuition and fees announced in this bulletin as late as August 1 for the fall term and December 1 for the spring term. Specifically, the list of fees on page 145 does not include an anticipated increase in room and board charges. This increase is, however, reflected in the Estimated Student Budgets on page 144.

PAYMENTS

Tuition and fees are payable not later than the last business day before a term begins. Students failing to observe this regulation are charged the late payment fee of \$15.00 for the first week, plus \$5.00 for each additional week of lateness; registration may eventually be cancelled. Full-time students who are unable to pay their term bills in full may arrange with the Treasurer to pay one half of the first term's tuition (dormitory room rent and table board where applicable) plus the total of other fees in accordance with the above schedule, one quarter of the tuition (dormitory room rent and table board where applicable) on or before October 15, and one quarter of the tuition (dormitory room rent and table board where applicable) on or before November 15. Similar arrangements may be made for the second term, the last two payments falling on or before March 1 and April 1, respectively. The fee for making payments on this plan is \$5.00 per term; in addition a charge of \$5.00 per week of lateness will be made for each late payment of the second and third installments in each term.

In addition to the regular fees, charges in full will be made for all breakage and damage to University property. The University is not responsible for the loss by fire or theft of private property in its buildings. Students are advised to obtain their own insurance.

DAMAGE AND LOSS

The student fee provides financial support for student activities, student accident insurance, intercollegiate athletics, and academic registration. In addition, the fee is used to amortize construction loans and to provide partial support for overhead operating costs of general facilities available to undergraduates.

STUDENT FEE

All refunds are computed from the date on which the student submits a written statement of withdrawal to the Registrar.

REFUNDS

Students who withdraw before the first day of classes are entitled to a full refund of tuition and fees, and a prorated refund on room and board fees where applicable. (Note: The room deposit fee is not refundable after May 1.)

Students who withdraw on their own initiative during the first twelve weeks will be entitled to a partial refund of tuition, room, and board. This partial refund will be based on fifty percent of the prorated charges from the date of withdrawal to the end of the term. Thus, for example, when an in-state commuting student who has paid his college bill in full withdraws from school after one week of classes, he has prorated tuition charges of \$187.50 from the date of his withdrawal to the end of the term. (Tuition is approximately \$12.50 per week and there are about 16 weeks in a term.) Fifty percent of the prorated charges from the date of withdrawal to the end of the term equals \$93.75, and this is the refund the student receives. If the same

student had participated in the partial payment plan (see above) he would not be entitled to any refund, since he had not paid his full charges in the beginning.

No tuition is refunded to students suspended or dismissed for disciplinary reasons.

Part-time students receive no tuition refund for courses dropped after the first week of the term.

When students are dismissed for academic reasons at mid-year, a full refund of tuition and a pro-rated refund of second semester room and board charges is made.

ESTIMATED STUDENT BUDGETS

The following estimated budgets are used by the Livingston Financial Aid Office in determining financial need. All costs are based on one academic year.

RESIDENT STUDENT FROM NEW JERSEY

Tuition	\$ 400
Fees	130
Room and Board	1,300
Books	150
Personal expense	400
Travel	50
Residence Education Program Fee	28
Total	<u>\$2,458</u>

COMMUTING STUDENT FROM NEW JERSEY

Tuition	\$ 400
Fees	130
Books	150
Transportation	300
Personal expense	400
Lunches	200
Total	<u>\$1,580</u>

RESIDENT STUDENT — OUT-OF-STATE

Tuition	\$ 800
Fees	130
Room and Board	1,300
Books	150
Personal expense	400
Travel	50
Residence Education Program Fee	28
Total	<u>\$2,858</u>

TUITION AND FEES IN LIVINGSTON COLLEGE

Tuition for full time students, legal residents of New Jersey (per term)	\$200
Tuition for full time students, not legal residents of New Jersey (per term)	\$400
Tuition for part-time students (per credit hour)	\$ 15
Student fee for full-time students (per term)	\$ 65
Student fee for part-time students (per term)	\$ 15
Application fee, payable at time of filing application for admission (not refundable)	\$ 10
Graduation fee, payable once	\$ 15
Late registration fee	\$ 15
(Applies to any registration submitted after the dates published in the regis- tration instructions sent to each student each term)	
Late payment fee* (for the first week)	\$ 15
(for each additional week of lateness)	\$ 5
Deferred payment fee (per term)	\$ 5
Late payment fee for deferred payments (per week of lateness—per installment)	\$ 5
Re-examination fee (per examination)	\$ 5
Proficiency examination fee (per examination—1 to 3 credits)	\$ 10
(per examination—4 to 8 credits)	\$ 20
Music fee for Applied Music courses (per term)	\$ 65
Room, all residence halls (per term)	\$240†
Board, seven days, 20 meals (per term)	\$315†
Board, five days, 14 meals (per term)	\$267†
Residence Education Program (per term for each residence hall occupant)	\$ 14
Dormitory damage deposit	\$ 15
Room reservation deposit	\$ 50
Late payment of room rent	\$ 5
Laboratory course deposits	variable
(Unused portions of such fees are returned)	
Class Alumni Working Fund fee, payable once, second term of freshman year	\$ 4
Transcript of record fee	\$ 1

*For payment after the last business day before a term begins, and for any check not honored for payment.

†Does not include an anticipated increase for 1971-72.

FINANCIAL AID

Through its financial aid program, Livingston College seeks to assist students who have been accepted for admission who show financial need. Financial aid is awarded on a competitive basis and in accordance with the financial need of the student. Need is determined by comparing the student's total resources (assistance from family, summer work, and employment at college) with the cost of attending Livingston for a given year.

Financial assistance is offered in the form of scholarships, loans, campus employment, and frequently in combination as a "package".

FORMS OF FINANCIAL ASSISTANCE

SCHOLARSHIPS. A limited number of scholarships are offered by Livingston College. Each award is based on the candidate's financial need, character and leadership, and participation in school and community affairs. The following scholarship programs are available to Livingston students:

THE HARLEN BRUCE JOSEPH MEMORIAL SCHOLARSHIP: Established in 1968 in memory of Harlen Bruce Joseph, a Lincoln University student who died in the 1967 Trenton riot. The scholarship awards of \$250 per year are made to disadvantaged students.

MIDDLESEX COUNTY SECTION – NATIONAL COUNCIL OF JEWISH WOMEN SCHOLARSHIP FUND: One scholarship awarded annually to a student studying in the area of arts and sciences and in the top half of his class.

DAVISON-FOREMAN FOUNDATION SCHOLARSHIPS: Ten scholarships of \$500 each are awarded annually to upperclass, female students. Recipients are selected on the basis of need and all around performance at Livingston College. The selection committee considers academic performance and contributions to college and community life in their evaluation of candidates.

The following Rutgers University scholarships are also available to Livingston students:

ROBERT A. COOKE EDUCATIONAL FOUNDATION: One scholarship to provide assistance to a deserving, worthy and acceptable student.

THE HAROLD THOMAS EDGAR MEMORIAL SCHOLARSHIP: Four scholarships awarded annually to worthy and needy male students – not to exceed \$750.

FOXCROFT SCHOLARSHIP FUND: One unrestricted grant for the benefit of a needy student.

RICHMOND SCHOLARSHIP FUND: One award to a worthy male or female, citizen of the United States, of high character for essential college expenses. Preference is given to students in Arts and Sciences.

LANSING P. SHIELD JR. MEMORIAL SCHOLARSHIP FUND: One award to a son or daughter of a living or deceased Grand Union Co. employee who is in need of financial assistance. If applicants meeting the qualifications are not available, then residents of counties serviced by Grand Union Stores may be considered.

RALPH VAN DUZER MEMORIAL FUND: Four awards annually to students for scholastic attainment and the ability to guide others in education and training in the American way of life.

SELMAN AND DEBORAH WAKSMAN FUND: One award to a deserving student.

IMOGENE VAN HORNE BUSH SCHOLARSHIP FUND: One award for a needy student chosen by University Trustees.

312TH INFANTRY SCHOLARSHIP FUND: One award for a freshman student. The scholarship is to be awarded in alternate years to a non-resident of New Jersey.

HOWARD OSBORN SCHOLARSHIP FUND: A variable number of scholarships made to "worthy students of good moral character, maintaining satisfactory scholastic grades and who require financial assistance."

MILLARD FAMILY SCHOLARSHIP FUND: A variable number of unrestricted scholarships.

JOSEPH E. VALENTINE SCHOLARSHIP FUND: A variable number of unrestricted scholarships.

RUTGERS UNIVERSITY ALUMNI SCHOLARSHIPS: A variable number of awards to male students. Awards are based upon qualities of manhood, force of character, leadership; literary and scholastic ability and attainment; contributions to school and community; financial need.

THOMAS T. BARR MEMORIAL SCHOLARSHIPS: A variable number of four-year scholarships. Candidates must demonstrate some financial need and proficiency in athletics. Recipients must participate in freshman football and either lightweight, junior varsity or varsity football at Rutgers University.

COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCE SCHOLARSHIP: Livingston College, in cooperation with the College of Agriculture Financial Aid Committee, offers several scholarship awards annually to entering freshman students studying in either agriculture or the environmental sciences.

All candidates with financial need are encouraged also to seek outside scholarship aid. A certain number of local, state, and national scholarship programs are open to most candidates. Information regarding them can usually be obtained at all high school guidance offices. Information regarding state scholarship programs can usually be obtained through state departments of education in the state capital. New Jersey residents are reminded that Rutgers University does not administer the New Jersey State Scholarship Program. It is conducted by the New Jersey State Scholarship

Commission, Trenton, New Jersey 08608. All New Jersey high school seniors who require assistance are urged to apply to the Commission for a State Scholarship by the November deadline.

Continuance of scholarship awards is subject to the availability of funds, continued financial need, and satisfactory performance in college.

EDUCATIONAL OPPORTUNITY GRANTS. Outright grants of federal assistance are available to students at Livingston College who have been admitted and are from economically disadvantaged circumstances. Grants ranging from \$300 to \$1,000 are made to qualified applicants on an annual basis. The granting and continuance of these awards are contingent upon annual appropriations by the United States Congress. Recipients of Educational Opportunity Grants must accept matching funds from other acceptable sources which are at least equal to the dollar amount of the grant. Acceptable sources include State Scholarships, National Defense Loans, College Work Study Program jobs, controlled college jobs, and certain outside awards.

N.J. EDUCATIONAL OPPORTUNITY FUND GRANTS: Grants to a maximum of \$1,000 per year are made to specially recruited, economically and educationally disadvantaged students.

LOANS. Under the National Defense Student Loan Program, low interest loans (3% simple interest per annum on the unpaid balance) are available to students demonstrating financial need. Under the terms of the program a student may borrow up to \$1,000 per year, not to exceed \$5,000 during the period of undergraduate education. The repayment period begins 9 months after a student borrower withdraws or graduates from Livingston College and extends over a ten-year period. Repayments are deferred if the student is in graduate school, the Armed Forces, VISTA, or the Peace Corps. Up to 50% of the loan may be cancelled at the rate of 10% for each year of teaching in an elementary or secondary school or in an institution of higher education. Up to 100% of the loan may be cancelled at the rate of 15% for each year of teaching in an area designated as "low-income" by the U.S. Commissioner of Education or for teaching handicapped children in a public school system. The granting and continuance of these awards are contingent upon annual appropriations by the United States Congress.

Under the Guaranteed Loan Programs, loans from participating banks are made to students accepted for enrollment or enrolled in an institution of higher education. Interest is paid by the federal government while the recipient is a student if the family's adjusted income is below \$15,000 per year. Information on the Guaranteed Loan Program can be secured through local banks or from the State Higher Education Assistant Authority in the State Capital.

Loans up to \$200 *for extreme emergencies only* are available from Rutgers University to students *after they are in attendance at Livingston College.*

EMPLOYMENT. Jobs on campus or in public or private non-profit agencies are available under the provisions of the Federal Work-Study Program. Students may earn between \$300 and \$500 per year to be applied toward their college expenses. At Livingston College, these jobs are awarded as financial aid and the earnings are expected to provide assistance in meeting the costs of college. Recipients of these jobs are paid every two weeks for hours worked. In no instance is the student to work more than ten hours per week. The granting and continuance of these awards are contingent upon annual appropriations by the United States Congress.

The Student Employment Service is available to all students at Livingston College regardless of financial need. The Employment Service lists jobs from off-campus employers in the greater Middlesex County area. Students registering with this service are expected to check available employment listings daily until a suitable job is located.

1. Applicants desiring financial aid should fill out the financial aid card which is included with the admissions form. This financial aid card should be completed and returned immediately to the Admissions Office so that these individuals may be identified as candidates for financial assistance. Additional financial aid cards can be obtained by writing to the Director of Admissions.
2. CANDIDATES MUST HAVE THEIR PARENTS OR GUARDIANS SUBMIT A PARENTS OR GUARDIANS CONFIDENTIAL STATEMENT TO THE JERSEY 08540, BY FEBRUARY 15. *CANDIDATES SHOULD REQUEST THAT A COPY OF THE PARENTS CONFIDENTIAL STATEMENT BE SENT TO LIVINGSTON COLLEGE (SCHOOL CODE 2384).* This service will then analyze the information furnished by parents or guardians and present the college with a figure of computed need. This figure is further checked by the college before any decisions are made. The Parents Confidential Statements can be obtained through the high school guidance office or by writing directly to the College Scholarship Service.

HOW TO APPLY FOR FINANCIAL ASSISTANCE

Freshmen applicants should not plan on receiving notification of action on their application until after April 1. It should be noted that admission to Livingston College is never conditional upon receiving financial assistance. The Financial Aid Committee will make every possible effort to meet the demonstrated need of all applicants within the limits of resources available. Transfer applicants will be notified of action taken on their application after their admission which is normally during June. *Financial assistance to transfer students is available only within the limits of funds remaining after entering freshmen and renewals of awards are made.*

NOTIFICATION OF AWARDS

Funds permitting, new applications for financial aid will be accepted for the second semester of each year. The final date for second semester applications will be December 15. Notification of action will normally be prior to registration for the second semester.

All financial aid awards are made on an annual basis and subject to continued financial needs, continued full-time enrollment at Livingston College, satisfactory academic progress, and the continued availability of funds. Recipients of financial aid must reapply for that assistance each year. Renewal applications will be available after February 1 each year. The deadline for filing the completed renewal application is April 1. Renewal applicants are notified of action taken not later than August 1.

POLICIES AND PROCEDURES

Because Livingston is new and still developing, there are a number of academic policy matters that have not been defined in enough detail to be included in this edition of the catalog. Any questions concerning academic policy should be directed to the Office of the Associate Dean for Academic Affairs.

ADVISING Because so much freedom exists at Livingston College with regard to course selection, choice of major and development of program, it is important that students have help in planning and implementing their program. Almost all faculty members participate in some way in the advising system, either as general or departmental advisers.

The general adviser usually works with freshmen or sophomores. He is familiar with the college courses, knows about college procedures, can help in discussing in a general way a variety of career options, and is the person to whom students should go when they have questions or problems concerning academic matters.

Students are encouraged to choose their own general advisers after the first month or so on campus, as the advising relationship is basically a personal one and will be most productive if students are free to choose people they like. At the same time, the College recognizes that being at Livingston without an adviser can be confusing, and it may take longer than a month for some people to find an adviser of their own. The Dean's office maintains a list of general advisers who have volunteered to work with such students and the dean will be glad to assign an adviser to anyone who has not selected one himself.

The departmental adviser works with students who have decided what their major field of concentration is going to be, and helps map out the student's program, both in terms of fulfilling college and departmental requirements as well as helping in career choices and post-graduate opportunities. Lists of departmental advisers are available in department offices and in the Dean's office.

GRADING AND EVALUATION The grading system consists of three notations: Honors, Credit, and No Credit. The Credit grade is given for work that satisfies the basic requirements of the course. The Honors grade is reserved for work that is clearly superior, and it is not awarded for general ability or brightness. Concrete achievement rather than talent or promise is the essential criterion.

The No Credit grade is a non-derogatory notation that is given in all cases in which students have not given evidence of adequate achievement. The No Credit notation is not a euphemism for the "F" in traditional grading systems. It is perhaps best described as a "non-grade" that allows students to develop their potential at their own pace, without carrying forever the record of unsuccessful attempts like so many albatrosses around their necks. In fact, if a student receiving a notation of No Credit gives at some later time evidence of adequate achievement to the satisfaction of the instructor, credit for the course may be given by changing the grade.

PASS/FAIL OPTION AT OTHER DIVISIONS Students who wish to exercise the pass/fail option at Rutgers or Douglass should, at the time they pick up the course card from the registrar's office, indicate that they want to be graded on a pass/fail basis. This option can be exercised only at the beginning of the term, and only in courses where this option is permissible to students of the college in which the course is being taught.

Students in the liberal arts must complete a minimum of 32 courses and 120 credits with grades of Honors or Credit in order to receive the bachelor's degree. In addition, each student must pursue a program of concentration, either by taking a major administered by one of the departments or interdisciplinary programs, or by developing an individual program with a special faculty committee. Students in agriculture and environmental science, in engineering, and in pharmacy should consult the bulletins of the respective colleges for graduation requirements.

GRADUATION REQUIREMENTS

Full time students may take as few as three or as many as five courses each semester. Thus, students in good scholastic standing (see below) may take as long as five and one-half years to complete the degree. Any student wishing to take more than five courses in any one term must receive special permission from the Associate Dean for Academic Affairs.

NORMAL COURSE LOAD

To assure that the student is making satisfactory progress through his academic work and that he is receiving adequate guidance, the Office of the Academic Dean and the Committee on Academic Evaluation and Scholastic Standing examines each student's record at regular intervals. Whenever the review of a student's record reveals that at his present rate of progress he may not be able to graduate, he will be notified by the Academic Dean and urged to work closely with an adviser in attempting to work out his academic problems and to ensure fairly rapid improvement. If at the end of the third semester the student has not completed six courses with grades of Credit or Honors, he *may* be denied permission to register for the fourth semester. If at the end of the fourth semester the student has not completed nine courses, he *will* be denied permission to register for the fifth semester. Similar action will be taken in succeeding semesters if a student has not completed twelve courses at the end of the fifth semester; sixteen at the end of the sixth; nineteen at the end of the seventh; twenty-two at the end of the eighth; twenty-five at the end of the ninth; twenty-eight at the end of the tenth; and thirty-two at the end of the eleventh. A "course" is a unit of study taken for three or more credits.

SCHOLASTIC STANDING

It is hoped that these regulations will serve as a means to provide guidance for students experiencing academic difficulties at Livingston. Students should be in constant contact with advisers and the Office of the Academic Dean. Moreover, although these regulations are formally to be adhered to, the Committee on Academic Evaluation is willing to review problematic cases and to consider very special circumstances. These regulations apply to all students admitted for full-time study.

Livingston College recognizes that many students will not complete their formal education within the normal four years. Many students will need time away from the campus to work, travel, deal with personal or family problems, or a variety of other situations. To cover these exigencies the college has adopted a leave of absence policy. Students may normally receive a leave for a semester upon submission of a letter to the Associate Dean for Academic Affairs describing the circumstances. In cases where the situation warrants, leaves may be extended for a year or longer.

LEAVES OF ABSENCE

All students who are considering a leave of absence are encouraged to discuss the possibility with either their advisers or the Dean. Students who are on leave are *not* considered to be students for the time that they are on leave, either by the College or by Selective Service.

Students who have been granted a leave are responsible for arranging their return. A letter requesting readmission should be sent to the *Dean*, not to the admissions office.

DEFERRED ADMISSION	Students who have been admitted and who find that they are unable to register for the semester for which they were admitted should contact the office of the Associate Dean of Academic Affairs to discuss the possibility of deferring their admission to a later date.
EVALUATION OF TRANSFER CREDITS	Transfer applicants must submit, in addition to their transcripts, a complete record of all courses in progress or planned for the current and following semester. Transfer credit will usually be granted for all regular academic work with a grade of "C" or better from an accredited college or university. Where a pass/fail system is used, "pass" will be granted credit. Credit will not be given for non-academic or "skill" courses, such as physical education, typing, and Military Science. Evaluation of transcripts will not usually be made until the student is in residence at Livingston. If, however, there are specific questions, they should be directed to the Assistant to the Dean of Academic Affairs together with a transcript and an official catalog description of the courses in question. Results of transcript evaluation will be available in the Registrar's office during the first semester in attendance.
SELECTIVE SERVICE NOTIFICATION	Male students taking twelve or more credits may request the college to report their status as full-time students to their local draft boards by filling in the space for the Selective Service number on the V-form at the time of registration. Students who do not wish to receive a student deferment (II-S), should leave the space blank. NOTE: <i>Once the College has been asked to report a student's status, it is obligated to report any change in status.</i>
INDEPENDENT STUDY	Most departments and programs of the College offer opportunities for students to undertake individual and small-group study under the supervision of faculty members. At least one week before registration for the semester in which the student wishes to take independent study, he must submit a detailed description of the project to a faculty member who is willing to supervise his work. The project must be approved by the faculty sponsor and by the appropriate department chairman or faculty committee before the student may register for the course. First-semester freshmen are normally not allowed to take independent study, and no more than one quarter of a student's total work toward a degree should consist of independent study, internships, and prior experience.
INTERNSHIPS	Students may receive academic credit for internships and field experiences which are related to their courses of study and which are supervised by faculty members. Placements may include government agencies, business, schools, hospitals, community organizations, and many other fields. Each internship must include a preparation for field work, a supervised field placement, and an extensive evaluation and analysis of the experience. Internships may be part or full time. Freshmen are normally not allowed to take internships, and no more than one quarter of a student's total work toward a degree should consist of independent study, internships, and prior experience. Interested students should consult departmental advisers or the Dean's Office for details.
CREDIT FOR PRIOR EXPERIENCE	Students with substantive prior experience in government, business, community development, health services, education and other relevant fields may be granted academic credit toward the degree based on evaluation of their work by the faculty. Students who feel they may be eligible for such credit should consult the appropriate department chairman and the Associate Dean for Academic Affairs.

FACILITIES AND SERVICES

It is expected that single freshmen students who do not commute from home will live in residence at Livingston. Exceptions to this policy will, of course, be made where unusual circumstances suggest that other arrangements are necessary or advisable. Sophomores, juniors, and seniors who wish to live on campus will also be accommodated, space permitting, according to the priority system described below. Married students who wish information regarding housing should write directly to the Division of Housing, Rutgers University, New Brunswick, New Jersey 08903.

ROOM AND BOARD

Rooms and meals are taken for the full academic year of two terms. The fee for room and board is payable in advance, one half at the beginning of each term. Only seniors, undergraduates who are to participate in commencement activities, and students employed by the college (unless notified that their services are no longer needed) may remain on campus after the completion of their examinations at the end of the year. All residence hall rooms are furnished with desks, chairs, beds, mattresses, and bureaus. Students must provide sheets, pillows, pillowcases, blankets and towels. A contract with a linen service can be purchased by the student.

Meals are provided for resident students through the University Food Services. Freshman residents are required to take the 7-Day Board Plan, a plan which includes twenty meals per week (two on Sunday). Sophomores, juniors, or seniors who choose to be resident students can select either the 7-Day Board Plan or the 5-Day Board Plan, a plan which includes fourteen meals per week, Monday breakfast through Friday lunch. All commuting students, regardless of class year, will have a boarding option for weekday luncheons. The cost of the 5-Weekday Luncheon Plan is \$87.50 per term (\$175 per year). Food service on a cash basis will be available to non-resident students. No meals are served during recess periods.

While Livingston has a commitment to provide room and board for all freshmen who choose to live on campus, it is necessary to use a priority system in determining which sophomores, juniors, and seniors can be accommodated as resident students. Due to our own space and financial limitations, non-resident students who wish to live on campus and who elect the 7-Day Board Plan will be given priority for a room over those non-freshmen who elect the 5-Day Board Plan.

The University provides more than 500 unfurnished apartments for married students and their families. The rent for these apartments, including utilities, ranges from \$61 to \$105 per month. In the past few years the Married Students Association has become most active and provides many opportunities for students living in the married-student village to exercise their initiative and leadership. These range from a voice in the operation of the married-student housing to establishment of their own co-operative store in which they can provide many food products at a considerable saving. The Association also plans recreational, social, cultural, and educational opportunities for the students of the University and their families living at the Heights.

MARRIED-STUDENT HOUSING

RUTGERS UNIVERSITY LIBRARY. The Rutgers University Library contains over 1,600,000 volumes, plus a large number of government documents, manuscripts, maps, pamphlets, and other materials, located in 21 different libraries in various parts of the University. In addition to the Central Library in New Brunswick, some of the other libraries include general ones at

LIBRARIES

Douglass College, the College of South Jersey, the Newark College of Arts and Sciences and Livingston College, and specialized ones in the College of Agriculture and Environmental Science, the College of Pharmacy, the Schools of Law, the Institute of Microbiology, and the Center of Alcohol Studies. The Central Library maintains a record of the holdings of the entire system, and all of the libraries in the system are accessible, both directly and through intra-library loan and telephone reference service, to all members of the University community. The hours of opening and the rules and regulations of these various units vary and can best be ascertained by direct inquiry of the unit concerned. The Central Library is open normally during the academic year from 8:00 a.m. to midnight Monday through Saturday and from 1:30 p.m. to midnight on Sunday.

The Special Collections Department houses and services the Library's collection of manuscripts, rare books, and other specialized research materials, much of which is not listed in the card catalog. The largest single element in this collection is New Jerseyana which is included in all of the various holdings of the department — books, manuscripts, maps, newspapers, pamphlets, pictures, and numerous other materials. Other important collections of research value include: early Americana, especially almanacs and newspapers; English literature of the late nineteenth and early twentieth centuries, especially Borrow, the Brontes, Gosse, Swinburne, and Wise; the history of agriculture in all its aspects; gift annuals; and Cobbett, Defoe, Freneau, Joyce Kilmer, Noah Webster, and Whitman.

The Library encourages faculty members and students to make extensive use of these materials. In order to protect the interests of the Library and of other research workers, however, permission to quote from the unpublished material must be secured from the Library Committee on Publications by application through the University Librarian (Room 133).

The University Bibliographer's primary interest is the development of the collections in order that they may facilitate the program of instruction and research in all units of the University to the fullest practicable extent. He maintains close liaison with representatives of the various departments and welcomes suggestions contributing to the usefulness of the library's collections.

The Associate Librarian for Public Services has general supervisory responsibility for those departments in the Central Library which are directly concerned with providing service to the reader, as well as for the branch libraries in Biological Sciences, Ceramics, Chemistry, and Physics. Any problem involving service in these units which cannot be resolved by consultation with the appropriate department head or branch librarian should be referred directly to him.

KILMER AREA LIBRARY. Kilmer Area Library serves the academic and research needs of Livingston College students and faculty. The collection complements the curriculum and enhances the instructional and research aspects of the college community. There is a direct relationship between the growth of the library and the development of the curriculum. Its continued growth in quality and quantity will support all requirements of innovative instructional programs which are implicit in the philosophy of Livingston College.

This branch, presently located in the basement of Unit 1 Quadrangle, will be housed in a new building between Beck Hall and Tillett Hall by the Summer of 1971. The collection consists of approximately 25,000 reference and circulating volumes with a possibility of expanding to 100,000 volumes. The Library subscribes to about 450 current periodicals and newspapers

with backfiles of many titles on microfilm. A learning center is being developed on the ground floor which will have tapes, films, slides and filmstrips to supplement, on an individual basis, the students' classroom experiences. Approximately 100 records and 200 slides have already been acquired for the learning center. Students and faculty are encouraged to participate in the continuing process of selection to broaden the scope of the resources of the Kilmer Area Library. Supplementary library materials are obtainable from other libraries in the Rutgers University Library system through intralibrary loan.

DORMITORY LIBRARIES. Each residential quadrangle of Livingston College has a dormitory library housed in attractive and inviting surroundings. These libraries are governed by a Student-Faculty Library committee and operated by students. A small basic collection of reference books, periodicals, newspapers and paperback books form the core of these collections. The purpose of the browsing collections is to enrich and extend the educational horizons of the resident student. Students are encouraged to take part in developing the individual character of each of these libraries.

An indoor athletic facility, providing space for intramural and intrauniversity sports of all kinds, is presently planned the Fall of 1971.

GYMNASIUM

The College maintains a book store where students may purchase the texts used in courses of instruction at a discount from regular retail prices. A large selection of paper-bound book titles in print is also available, as are stationery and toilet articles.

**BOOK
STORE**

The goal of the Counseling Service is to help students attain their maximum effectiveness in terms of academic achievement and personal development. Experienced professional staff members are available to help Livingston students who wish personal, educational, vocational or marital counseling. The Counseling Service also provides a variety of group activities, including group therapy, sensitivity groups, and student-faculty groups. These services are confidential and are available without charge to all Livingston students.

**COUNSELING
SERVICE**

The Special Services program offers academic and personal support to students with special educational needs. Among the services offered are: group and individual tutoring; personal counseling; academic advising; and skills development courses, such as Reading Dynamics and Applied Mathematics. Special Services also works closely with the faculty to develop faculty skills in working with these students.

**SPECIAL
SERVICES**

As members of the Livingston community, all students have available to them the services of the Health Center. This includes both out-patient (clinic) and in-patient (hospital) services. All medical consultations are free. However, expenses for major surgery and for illnesses which require the assistance of specialists not on the staff are the responsibility of the student and his family. All full-time undergraduate students are provided with accident insurance under a University-sponsored plan and are offered the opportunity to elect a comprehensive health insurance policy covering surgical and hospital expenses. The staff of the Health Center is available for personal consultation concerning all matters related to the health of the student and for informal seminars on medical matters that are of interest to groups of students.

**HEALTH
SERVICES**

INTERNATIONAL CENTER

Located at 122 College Avenue, the International Center houses the Offices of the Director of International Programs, the Program Associate, and the Counselor to Foreign Students.

The office was established in order to centralize all services for foreign nationals in one University location. Here foreign students are provided with individual counseling in personal matters; they may seek advice in problems regarding housing, health, finances, visas, and government regulations, and may register for various types of social and educational activities outside their academic programs. Close liaison is maintained with the student's academic advisers and with the students' respective governments through regular communication with educational officers in consulates and embassies.

PLACEMENT

The Office of University Placement Services provides a personal, confidential guidance and placement service for students and alumni. Career counseling is available for undergraduates who desire it. Aid to undergraduates seeking career-type summer employment is also provided.

Although the University assumes no obligation to place its graduates, an extensive program has been developed to assist students and alumni in locating suitable positions. Interviews with representatives from business, professional, and educational organizations are scheduled on campus for students. Students are advised of the techniques of job interviews, written applications, preparation of individual qualification records, etc. Often they are referred to organizations other than those able to visit the campus.

No fees are charged for the placement services provided by the University.

TRANSPOR- TATION

All vehicles using campus parking facilities in the New Brunswick area must properly display a valid parking permit decal. All undergraduate vehicles must be registered and must display a valid parking permit decal, whether or not campus parking facilities are used. The parking fees are: undergraduate and graduate day students, faculty and staff, \$10.00; evening students, part-time graduate students, and co-adjutant staff, \$5.00; Summer Session students, \$2.00.

The fee for second term only is one half the annual fee and is for the period from the beginning of the term to the end of August.

All students will be permitted to register and operate cars on campus as long as there are adequate parking facilities available. However, it should be noted that there is free bus service linking Livingston to other campuses and to New Brunswick transportation facilities.

ORGANIZATIONS AND ACTIVITIES

Although Livingston is a new College, there is already a profusion of student clubs and organizations representing the tremendously varied interests of Livingston students. In addition, faculty activities and student-faculty groups are developing in a number of areas. It is not possible to list every group because new ones are forming each month. The organizations listed below, however, should give an idea of the range of activities which flourish at Livingston.

Founded in 1970, the *Medium* is the Livingston College newspaper. The *Medium* prints news of the College and the University, and covers local, national, and international items of interest to the Livingston community. It also carries a calendar of the scheduled activities of the College and the University. The *Wailing Wall* is a publication designed to give students the opportunity to express themselves on any subject at all. It publishes student prose and poetry, fiction and non-fiction.

STUDENT PUBLICATIONS

Livingston College Radio, a student radio station operating on carrier current, will be in operation by September, 1971. It will serve the campus 24 hours a day with news, music, and information about events on campus and in the surrounding communities.

RADIO

Athletic activities will be greatly increased by the opening of the new gymnasium in the fall of 1971. The gym will also provide a home for the Livingston Basketball League and the Volleyball Club. Livingston students have also formed a Track Club and have participated in the Ski Club with Rutgers and Douglass students. Livingston students are eligible for the University's varsity teams in the major inter-collegiate sports.

SPORTS

Two members of the Livingston faculty and a member of the Rutgers faculty in Newark have formed the Livingston Trio, which presents a series of chamber music concerts each season at the College. Concerts are free to the public, and rehearsals are open to interested students. The members of the Trio are Evelyn Crochet, piano; Sanford Allen, violin; and Robert Martin, 'cello.

THE LIVINGSTON TRIO

Student groups in the arts include the Music Club, the African Singers, the African Drummers, the Livingston Gospel Singers, the African Dancers, the Dance Club, the Drama Club and the Film Co-op.

THE ARTS

The Yoga Club and the Karate Club meet regularly and offer varied levels of instruction.

YOGA AND KARATE

Livingston students have formed the Organization for Black Unity, the United Puerto Rican Students, the Foreign Students Group, the Third World Coalition, the Black Liberation Front, the Women's Liberation Group, the Commuters Association, and the Fourth World Coalition. In addition, students may join the Poetry Group, the Philosophy Club, the Peer Counseling Group, the Student Employment Service, and the Psychology Association.

ETHNIC AND SPECIAL INTEREST GROUPS

RELIGIOUS
ACTIVITIES

Since religious development is an important element in the total educational experience, the University has welcomed the formation of groups that minister to the religious interests of students. Opportunities are provided by these groups for continuing education in religion, especially as it relates to the college experience, for service to the community, for worship, and for recreation.

The several denominations work individually, and jointly through the Protestant Foundation, using the Protestant House at 194 College Avenue. Resident chaplains are provided by the Methodist Church, the Lutheran Church, and the United Campus Christian Fellowship, which includes the Baptist, Presbyterian and Reformed Churches as well as the United Church of Christ. The resident Episcopal chaplain conducts a program for students in St. Michael's Chapel and Bishop Croes House adjacent to the University Heights Campus. Orthodox Christian, Christian Science, and Intervarsity Christian Fellowship groups meet regularly throughout the college year.

A ministry to Roman Catholic students is carried on by chaplains appointed from the local parishes and by the Diocese of Trenton.

B'nai B'rith supports the work of an ordained rabbi at the Hillel Foundation which offers a program for Jewish students.

The University provides a non-sectarian service each Sunday morning in Kirkpatrick Chapel.

TRANS-
ACTION
MAGAZINE

One of America's leading journals of social science, TRANS-action Magazine, makes its home on the Livingston campus. While TRANS-action is not formally affiliated with the University, it provides a significant intellectual input to the social sciences at Livingston and in Rutgers University generally. The opportunity for Livingston faculty and students to participate in TRANS-action's work has helped make Livingston an attractive center for the social sciences.

HISTORY OF RUTGERS UNIVERSITY

RUTGERS UNIVERSITY, one of the country's nine colonial colleges, consists of eighteen major divisions in New Brunswick, Newark, and Camden, and maintains educational services in many communities throughout New Jersey. Designated by the Legislature as The State University of New Jersey in 1945, it offers to the citizens the heritage of almost two centuries of lasting tradition, sound academic standing, high educational integrity, and significant research and other services. The University is managed by a Board of Governors, including the President of the University and the Chancellor of Higher Education, *ex officio*, six governors appointed by the Governor of the State with the advice and consent of the Senate, and five elected by and from the Board of Trustees of the University.

Under the sponsorship of Dutch settlers in New York and New Jersey Rutgers was founded as Queen's College on November 10, 1766. In 1825 the trustees of the college changed its name to Rutgers in honor of Colonel Henry Rutgers, who had been a trustee.

In 1864 the Scientific School of Rutgers College was designated the Land-Grant College of New Jersey with curricula in agriculture, engineering, and chemistry. The Agricultural Experiment Stations were added by State and Federal actions in 1880 and 1888, respectively. New Jersey College for Women, now Douglass College, opened its doors in 1918 on land adjacent to the College Farm. The School of Education was organized in 1923, and in the following year the name "Rutgers University" was adopted for the entire institution.

Important in the more recent development of the University have been the organization of the University Extension Division (1925), the incorporation into the University of the New Jersey College of Pharmacy in Newark (1927), the formal organization of The Graduate School in 1933, the establishment in 1935 of University College, the inclusion within Rutgers in 1946 of the University of Newark, comprising a College of Arts and Sciences, a Graduate School of Business Administration, and a School of Law, the organization in 1949 of the Institute of Microbiology, the acceptance in 1950 of the College of South Jersey in Camden as a University unit, the organization of the Graduate Schools of Library Service and of Social Work in 1953 and 1954, respectively, and the establishment of the College of Nursing in 1956. In 1960 the School of Education was designated the Graduate School of Education. The Rutgers Medical School was authorized in 1961 and accepted its first class in 1966. Livingston College was named in 1965, and its first class entered in 1969.



APPENDIX

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Ann Tsubota	Teaching Assistant in Ceramics
Hsing-Hua Tseng	Instructor in Chinese
Ching-I Tu	Assistant Professor of Chinese
William Vesterman	Assistant Professor of English
Joseph Velter, Jr.	Teaching Assistant in Computer Science
Norman A. Walensky	Associate Professor of Biology
Richard Wallace	Teaching Assistant in Philosophy
Duncan E. Walton	Associate Professor of Community Development and Director of Counseling
Lawrence M. Ward	Assistant Professor of Psychology
Ernest D. Washington	Assistant Professor and Chairman of Urban Education
Richard Wasson	Associate Professor of English
Lee Weiner	Instructor in Sociology
Robert G. Weiss	Teaching Assistant in Computer Science
Sholom Weiss	Teaching Assistant in Computer Science
Marsha L. Wender	Teaching Assistant in Biology
James Jerome Wilhelm	Associate Professor of Comparative Literature and English
Darrell F. Williams	Assistant Professor of Urban Planning and Policy Development
Norman Williams, Jr.	Professor of Urban Planning and Policy Development
Sidney L. Willis	Lecturer in Urban Planning and Policy Development
John H. Wilson	Assistant Professor of History
Richard W. Wilson	Associate Professor of Political Science and Chairman of Asian Studies
Martha Wohlforth	Teaching Assistant in Music
Nanetter Yasskin	Teaching Assistant in Computer Sciences
Leslie P. Zeik	Teaching Assistant in Computer Science
Steven Zelman	Assistant Professor of English

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Science Center

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Stadium

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College

Rutgers
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Raritan Avenue • Route 27

To New York

Abany Street • Route 27

Pennsylvania Railroad

Livingston Avenue • Route 26

Commercial Avenue

Route 1

Route 130

New Jersey Turnpike

Douglass
College

College of
Agriculture and
Environmental
Sciences

Raritan River

Route 1

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Living
Lane

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Ave Road • R 18

